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ABSTRACT

Third party evaluation of Project ACT (Adult Competency Training), a United States Office of Education staff development project in Region 8, has examined the achievement of the project's goal of developing a self-generating and self-supporting adult staff development system, thus helping adult educators to become better prepared to serve their clients. The evaluation design includes an examination of internal documents and individual interviews with policy board members, administrators, supervisors, and participants. Findings are arranged under four headings, discussing: (1) documents, examining all project documents from 1973-75 in terms of objectives, structure, and achievements; (2) policy board, examining perceptions of role, outcomes, judgments, objectives, evidence, and decision making; (3) administrators and supervisors, listing interview questions and responses; and (4) other findings, including data on advisory boards, questionnaires, staff perceptions, and follow-up on previous recommendations. A numerated summary of findings includes the following statements: the purpose and objectives of the project have remained constant; very little change has occurred in Board member perceptions; administrators and supervisors consistently rate the project highly; and there is no consistency in advisory board organization throughout Region 8. Eleven tables supplement the discussion. (LH)

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EXTERNAL EVALUATION OF PROJECT ACT*

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June 1975

*Project ACT is a United States Office of Education Staff Development Project in Region VIII

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PROJECT ACT

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Preface

The 1974 External Evaluation of Project ACT was direct. This one will also be.

As an end of project evaluation it is designed to communicate to all who shared in Project ACT, including the federal and state authorities and taxpayers whose funds were used to complete the project.

Cooperation in securing data for this report was exceptional - Policy Board, staff, participants and administrators or supervisors of the participants.

Thirty-seven individual interviews were conducted, several group interviews were held (18 persons), documents and records were reviewed. The evaluators integrated data from these sources in a variety of ways and attempted to report them as objectively as possible.

The evaluators made every attempt not to editorialize yet we are certain some of our own beliefs and values got through. Although we apologize for that, we hope you, the reader, do your own editorializing. We hope you "stew" over some of the findings, argue with the conclusions, damn our hypotheses if you wish, but please take the need for and potential of staff development in Region VIII seriously.

Burton W. Kreitlow
Doris J. Kreitlow

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June 1975

EXTERNAL EVALUATION OF PROJECT ACT

Section I Introduction

The purposes of Project ACT as identified in the January 15, 1974 project application were to develop:

A. An operational six-state consortium for Adult Staff Development (ASD)

B. Fully functional and systematic on-going regional and state ASD planning and programming operations

C. A multi-dimensional training capability

D. Individualized Training Programs - Models - Processes and Training Packages - Units - Modules

E. A systemized Regional Resource and Distribution Center of Training Materials, Instructional Aids, Lists of Training Sites, and Consultants, etc.

The main thrust of the external evaluation as identified in the Project ACT Three Year Plan (October 31, 1973) was to "conduct an overall review of the Project with special attention given to progress made on development of a regional system." This is a continuation of the 1974 evaluation thrust which had as its focus "that of appraising the degree to which Project operations and activities have been and continued to be consistent with the ultimate aim of: the development of a self-generating and self-supporting Adult Staff Development system for HEW Region VIII, which has the potential for persistence beyond Fy. 1975."

These two statements were used as a guide for the evaluation conducted and reported here. In scope this evaluation has as its concern the achievement of the Project's basic purposes over a three year period. The evaluation was carried out by careful attention to project documents, participants in the project and to perceptions of professional educators one step removed from project participants.

This report has four sections, Section I identifies the purposes of the evaluation. Section II describes the evaluation design. Section III presents the findings and Section IV summarizes the findings, presents the conclusions, identifies hypotheses and suggests what can be.

Section II The Evaluation Design

Internal documents prepared by Project ACT staff and by Task Forces, including the minutes of Policy Board Meetings over the three year period of the Project were examined to determine consistency or variations in objectives and program.

Individual interviews were conducted in March 1975 with all thirteen (13) members of the Project ACT Policy Board. Eleven were interviewed in Denver during a Region VIII State Director's meeting or during the following Policy Board meeting March 4 through 6, 1975 and two who were not in attendance were interviewed by telephone the following week. The focus of these interviews was to gather data to be compared to their 1974 responses as to Board member roles, regional outcomes and state outcomes of the Project. In addition, the judgment of Board members was gathered as to the value of Individual Training Programs (ITPs) and Regional Resource Teams (RRTs) in carrying out Project ACT objectives, in the value to the individual participants and in the value to the adult student in the participants' local program. Evidence was also gathered about the availability of the Board's hard evidence on the value of ITPs and RRTs, reasons why RRTs were eliminated from follow-up plans for the Project, consistencies and changes in objectives as the Board perceived them, responsibilities for key decisions and data on State Strategy Boards and Local Sounding Boards in each state.

Interviews were conducted by phone with the administrators or supervisors of twenty-four participants in the project. Four were

selected from each of the six states. The selection of participants was made by the use of a table of random numbers and selection made from the total list of participants in each state who were involved in Project ACT as members of RRTs and engaged in an Individual Training Program. A total sample of twenty-four was selected from a population of fifty-three. The intent of the interviews was to gather information as to participant change in ability, self-directedness, self-confidence, motivations for professional improvement and professional status.

A judgment as to whether the participant, through Project ACT activities was better able to help adult students and share ACT materials with other staff was sought. A determination was made as to the knowledge the administrator or supervisor of the participant had of Project ACT. Other items gathered from administrators dealt with the value of out-of-state training for the participant, complaints about the Project, willingness to pay a users fee for Project materials (PARIS), time off the job, knowledge of and reaction to the Project, most meaningful aspects to the participants and days participants could be made available for teaching others.

Twenty-two of the twenty-four persons interviewed had had no formal connection with Project ACT. Of the two who had, one was a participant and one was employed as a professional staff person on the Project.

Other materials examined dealt with the development of State Strategy Boards and Local Sounding Boards, perceptions of a selected sample of ITP participants and RRT members, perceptions of ACT staff, supplemental funding provided in Fy '73 and Fy '74 and follow-up actions taken as a result of the 1974 external evaluation.

During interviews with Policy Board, administrators or supervisors of participants, selected ITP and RRT participants and staff, notes and tape recordings were made of all open-end questions. Two interviewees chose not to have the interview recorded. Scaled data gathered were of two types:

1. The Cantril type self-anchoring scale used in the 1974 evaluation was used to gather comparative data from Policy Board members.
2. A Likert type scale with a range of from zero to ten was adjusted to make comparisons between values the Policy Board ascribed to ITPs and RRTs. This was named a Balance Scale.

Open-end data were analyzed using notes and recordings. Scaled data were tabulated and reported in tables. Means, ranges and points of clustering were used.

When the scope of factual data was limited it was reported directly in the narrative.

The narrative and statistical data were used to describe what is, to show what was, to consider what might have been and to suggest what could still be. The data in this evaluation are purposefully interpreted from a stance external to USOE Region VIII, with a concern for effective staff development programs and for efficient and effective use of federal dollars.

Section III The Findings

Part A in Section III is a report on the consistency of objectives and program from 1973 through 1975 as determined from Project documents and records. Part B of the Findings relate specifically to the responses of the Policy Board in both 1974 and 1975. Part C is an analysis of data from administrators and supervisors of Project ACT participants and Part D reports on data from a variety of other sources.

Part A - The Extent to Which Internal Documents Of Project ACT FY 1973-1975 Supported The Project Objectives

A federal project begins with a problem and a proposed way of solving that problem. It begins with the creative human abilities of one individual or of several individuals, but as it develops and grows the interaction of others with the efforts of the original planners begin to give the solution the shape and substance it will ultimately attain.

So it has been with Project ACT. In this overview of internal documents from its proposal by Dr. James Kincaid in November of 1971 to the last meeting of the Policy Board in March of 1975 the shaping of this problem solution has shown modification and change which came as a result of the interaction of Staff, Policy Board, Participants, Consultants, and Evaluators.

The internal documents reviewed in this overview were:

The Region VIII Adult Competency Training Project (Project ACT) Proposal

Annual Reports, FYs 1973, 1974

Mid Year Reports July 1973-December 1973; July 1974-December 1974

Minutes of Policy Board Meetings

Internal Evaluations

Task Force Reports

Needs Assessment Survey

Position Papers

Other Selected Documents and Correspondence

These documents were reviewed to find consistencies and flexibility in Project ACT development in three areas--Objectives, Structure, and Achievement. The findings were placed in sequential order: Proposal, FY 1973, FY 1974, FY 1975. Changes or consistencies occuring in objectives, structure, and achievement are noted in a Summary.

Initial proposal for a Region VIII Adult Competency Training Project (Project ACT)

Objectives The purpose was to build an integrated system of adult education staff training which would provide the "kind, quality, and number of adult education personnel needed to operate a program of first quality in every state in Region VIII."

A corollary aim was the building of a state supported staff training system which would operate without major outside funding in institutions of higher learning.

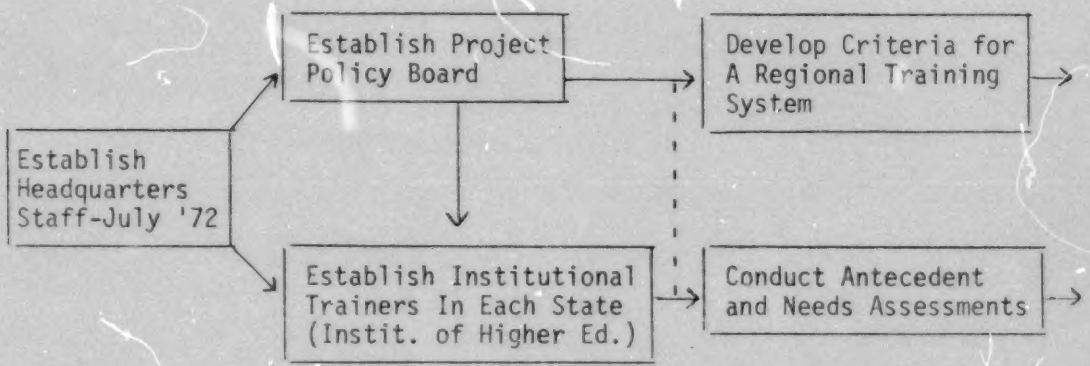
The primary purpose was to generate and develop a six-state consortium arrangement for adult educator staff development and training under the direction and supervision of a Regional Project Policy Board.

Structure The thirteen member Policy Board was to be composed of a State Director of Adult Education and a Representative of an Institution of Higher Education from each of the six states, and also the Region VIII Program Officer.

Spending of Project funds was to be the prerogative of the Policy Board. The Board was also to have the responsibility of making a needs assessment in each state, of initiating and implementing the Project ACT program, and of evaluating that program.

The Prime Contractor was to be Colorado State University which would be the location of Administrative Headquarters. Dr. James Kincaid was to give 50% of his time to ACT as Project Director.

The framework and the sequential development of Project ACT was presented visually in the Proposal as follows:


Establish Project Policy Board
Develop Criteria for A Regional Training System
Establish Headquarters Staff-July '72
Establish Institutional Trainers In Each State (Instit. of Higher Ed.)
Conduct Antecedent and Needs Assessments

Achievements Phase 1, October 1972 to June 1973. Begin development of a Regional Consortium Training System for:

___ Teacher and Aide Training Program
Level 1 (Regional)
Level 2 (State)
Level 3 (Local and Individual)

___ Local Program Administrators (second priority) at three levels

Phase 2, July 1973 to June 1974. Continue the above Pre-service and Inservice Training Programs, and in addition begin:

___ Counselor and Program Specialist Training Programs at three levels

___ Possible in-state, inservice training at Levels 2 and 3

Phase 3, July 1974 to June 1975. Continue the above teacher, Aide, Administrator, Counselor, and Program Specialist Programs and add:

___ State Administrative and Supervisory Staff, and Institutional Trainer Training Programs at all three levels

Project ACT Fiscal Year 1973

Objectives The establishment of a regional consortium organization to implement adult staff development programs within the six states and Region VIII on a continuing basis. To establish a multi-dimensional trainer capability for the states and the region. Also to develop training units--materials and experiences. These were the basic purposes of the Project.

Objectives were described as encompassing three areas:

Geographic--On the basis of continual needs assessment both in the states and in the region, to develop an integrative adult competency training system which would meet the needs both of the entire region and the unique needs of the states.

Priorities--To provide these training experiences for adult education personnel in Adult Basic Education (elementary and secondary) and in General Adult Education. To aid in the development of participant leadership competencies in administration and management, interpersonal relationships, career development for adult learners through counseling, instructional methodology and materials, and program and curriculum development.

"Client-Types"--Provide training for local administrators and supervisors, teachers and aides, counselors, program specialists, state administrative and supervisory staff, and trainers of adults.

Structure The Prime Grantee became Colorado State University, and the Director, James Kincaid, 50% time. The staff with the exception

of the secretary were all part time employees--Virginia Ricard, 50%; one staff member 30%; and Dr. Douglas Sjogren, internal evaluator 10%. The staff was housed at CSU.

The Consortium approach began with the organization of the Policy Board in July 1972. The first chairman was Glenn Jensen, Professor of Adult Education, University of Wyoming. The Policy Board assumed the power of the purse and the responsibility of "creating the framework of criteria for the Regional Adult Staff Training System." The Board also assumed supervisory and evaluatory responsibilities for the Project. Policy Board members agreed to the concepts of State Strategy and State Local Sounding Boards with each state to exercise the option of how these boards should be developed and staffed. The responsibility was placed upon each state to appoint its board members and to get the boards into operation. The Board also adopted guidelines for State Supplemental Funding for the Project.

A basic change from the Proposal Plan was made when six "Institutional Training Positions" (one in each of the participating state's institutions of higher learning) were dropped due to "funding difficulties." In place of these it was determined that two full time program coordinators would be added to the Grantee Staff thus essentially centralizing the training effort which then emerged as the Individualized Training Program concept (ITP).

By January 1973 each state had named four or five participant trainees for a total number of twenty-five. Internal evaluator Sjogren had provided baseline information on adult staff development

in the region and in the participating states. Leadership training in adult education had been identified by the Policy Board as the focus for the training effort, and participants were chosen with leadership qualities in mind.

Achievements Consortium organization was established and some commitment was made to the sharing of resources and personnel.

A basic change in the structure brought about a new and alternative form of adult education staff training, the Individualized Training Program.

States subcontracted to produce "training package modules" which would have region-wide application, and to conduct training activities within the state with Project ACT funding support.

Twenty-five participants began ITPs.

Expansion and systematizing of training materials and experiences in a resource center was begun at C.S.U.

The first regional training workshop was held in June of 1973 with twenty-three of the trainee participants.

A questionnaire was administered at the workshop to ITP trainees. An open-ended question asking what specific benefits had been received from ACT participation strongly supported the regional concept with a large majority of trainees identifying interaction with other adult educators in the region as an important benefit of the Project. This questionnaire was a part of the first internal evaluation and was received by the Policy Board at the close of the first year.

Project ACT Fiscal Year 1974

Objectives The stated purpose of the Project was to serve as a catalyst in Region VIII for a self-sustaining Regional Adult Staff Development System by means of a regional consortium organization; by developing a multi-dimensional trainer capability for states and region; and by producing an extensive array of training units.

Six specific objectives were stated:

1. To facilitate a continued Region VIII Consortium Organization through a Regional Policy Board. State Strategy Boards, and Local Sounding Boards in a vertically linked system.

2. Evolve state adult staff development plans within the consortium framework providing for state and regional needs.

3. Seek increased involvement by institutions, groups, and individuals in planning and implementing adult education training programs.

4. Provide continued emphasis on "local adult education leadership" through individualized, competency-based training programs.

5. Facilitate development of Regional Resource Teams composed of Project ACT trainees to spread adult education training experiences within Region VIII.

6. Develop training modules, packages, and activities to meet competency needs of adult education personnel in Region VIII.

Structure The general structure of Project ACT had emerged by the start of this fiscal year. It was the Policy Board, Project Staff, and Trainee Participants. The Chairman of the Policy Board in this period was George DeBow, State Director of Adult Education, South Dakota. The illness of Dr. Kincaid placed Dr. Blome

in the position of Acting Director for several months. Sheila Schroeder and Virginia Ricard became full time staff members as program coordinators. Burton W. Kreitlow was named external evaluator.

PARIS, Project ACT Resource Information System, housed at C.S.U. was organized to identify and develop resources for availability for the participating states and for the region.

Two task forces joined the framework of personnel working on Project ACT:

Task Force A was convened composed of Burton W. Kreitlow, Professor of Adult Education, University of Wisconsin, chairman; Dick Rowles and Earl Ringo of the Policy Board; and Gary Eyre, Executive Director of the National Advisory Council on Adult Education. This group was given the task of reviewing program efforts to date (October 1971) in relation to goals, purposes, policies, and budget. Their key recommendation was that Regional Resource Teams be formed in order to re-invest the products of adult staff development being carried out through ITP trainees. This would achieve a multiplier effect. These Teams made up of Project ACT ITP trainees would be utilized to aid in staff development in all states within the region. This recommendation was implemented by the Policy Board and the Project Staff and five Regional Resource Teams were formed in five different expertise areas of adult competency staff development.

Task Force B with Policy Board Member, Alton Hadlock, University of Utah, Chairman and with two other Policy Board members, Roy Minnis,

USOE, Regional Program Officer, and John Brennan, State Director of Adult Education, Colorado, and Virginia Ricard of the Project Staff, as members, was appointed to make recommendations on the composition and representation of the Policy Board. The concern was whether the structure of the Board had sufficient breadth and power to assure continuance of the project once federal funding ceased. The recommendations of this Task Force were:

1. That the Board reaffirm it's primary function as policy maker for Project ACT.

2. That the Board be strengthened by the addition of the chief state school officer, and also by a representative of one or more teacher training institutions in each state with authority to make commitments to the Project.

3. That Policy Board members also serve as members of their State Strategy Boards in order to assure effective communication state-wide and regionally.

Although formally accepted by the Policy Board, these recommendations were not implemented.

Dr. Paul Butterfield was hired to work with the six states to refine state staff development plans.

Communication through a regional newsletter, The Activator, was begun.

The vertical linkages in the regional framework made some progress. Montana, South Dakota, and Colorado had active Boards at state level (Strategy Boards) and Montana and South Dakota were beginning to implement the Local Sounding Board concept.

Achievements (In terms of progress toward above objectives)

1. Consortium Organization--The Policy Board Members were in frequent communication and participated in five, two day Board sessions

during the fiscal year. The Board appointed two task forces and received their reports. The Board received the first external evaluation of the project, and the second internal evaluation.

2. State and Regional Adult Staff Development Plans--Dr. Paul Butterfield was given specific direction by the Board to do an adult educator needs assessment survey in the states and the region. A method of assessing needs utilizing Participant Data Sheets to provide a data bank of information was also devised.

Resources for the region were identified. (These included training sites, and consultants as well as materials.) A publication "Leadership Variations in Colorado For Internship Learning Experiences" was written by Project ACT staff identifying a variety of training experiences available to trainees.

Thirty-six new trainee participants were added for a total of sixty persons involved in the ITPs.

The need to further involve a variety of institutions and agencies to insure the continuance of the staff development program after the end of federal funding, was identified. A conference of individuals representing these institutions and agencies was planned, but had to be dropped. (Ultimately, Paul Butterfield and Roy Minnis took over the task of contacting many of these individuals.)

3. Individualized Training Programs--The ITPs were finalized for the first twenty-four participants (one had dropped out). The Critical Path Method of identifying and sequencing the tasks in the training programs was perfected with the result that the process could be speeded up. The entire number of thirty-six ITPs for new

participants were planned in 45 days. Based on the experiences of the first group, the new ITPs were planned in two phases, with time schedules, and with an opportunity for assessment at midpoint. Thus much refinement of the innovative ITP system occurred during the year, and the communication system between staff and trainees developed even further than it had the previous year.

4. Regional Resource Teams--The assignment of Project ACT Trainees to Regional Resource Teams was accomplished after personal staff conferences with each individual. The five original teams were: Interpersonal Communications, Administration in Adult Education, Community-Wide Programming in Adult Education, Individualized Approaches to Instruction, Recruitment and Retention.

With the assignment of thirty-six new Project ACT Trainees to Resource Teams, three more teams were added. Some new trainees were assigned to the five original RRTs. The added teams were Media and the Adult Educator, Training in Adult Education, and Adult Teaching and Learning.

Thus there were eight teams with from four to thirteen members each. First team presentations were made at the March 1974 Conference, an additional seven presentations with adult educators throughout the Region were made before the close of the fiscal year. In actual practice the developmental process of the Regional Resource Teams went forward concurrently with their presentations.

5. Training Module Development--The staff established guidelines for module development, but actualization of this objective was not extensively carried out during this year.

One member of the Regional Resource Team in Individualized Approaches to Instruction developed a series of modules on teaching English as a second language.

Summarizing the accomplishments of the second year, Internal Evaluator, Douglas Sjogren listed the following:

a. The staff developed a model for a regional adult staff development system "which allows for regional coordination and at the same time accomodates unique state and local needs."

b. The Policy Board adopted the Task Force (B) report on restructuring the Policy Board. (Note, adopted, not implemented.)

c. A resource center and system was developed by the staff.

d. A "pool of talent" was identified, trained, and then utilized through Regional Resource Teams.

e. A procedure for monitoring adult education training activities was stated.

Project ACT Fiscal Year 1975

Objectives In his Position Paper, October 1974, "Regional Resource Team Liaison: Perspectives and Recommendations," Dr. Kincaid restated the following. "Project ACT, in its three-year program of operations, is designed to serve as the catalyst in Region VIII for the development of a self-sustaining Regional Adult Staff Development System. Essential to the achievement of that purpose is the establishment of:"

____ "A Regional Consortium Organization to achieve effective, representative decision making. . ."

____ "A multi-dimensional trainer capability state-by-state and for the region as a whole."

____ "An extensive array of training units--materials, modules, etc.--that can be variously packaged to meet adult education competency needs."

It may be assumed that the specific objectives of the previous year were ongoing in the last year of the project. In addition, the immediate and pressing objective of establishing an "on-going, self-sustaining approach to the training of adult educators" was identified by Robert Clark, internal evaluator, as the Project's prime objective to be kept in mind in the final year of federal funding.

Structure With a few changes of personnel, the original structure and composition of the Policy Board remained the same during this fiscal year. Dean Earl Ringo, Montana State University, was third year chairman.

The framework of the staff altered during the 1975 year with the director's time cut to 25% and with the addition of David Haggerty,

a three-fourths time Research Assistant for administration and internal evaluation, a full-time Research Associate, Annette Ensley in charge of Module Development, and a three-fourths time Training Associate, Dr. John C. Snider for a period of six months.

The concept of Regional Resource Team Liaison (linkage of each Resource Team with a staff member of an institution of higher education, or with a social agency or organization to "inhance the potential for longevity of the team activity") was approved by the Policy Board.

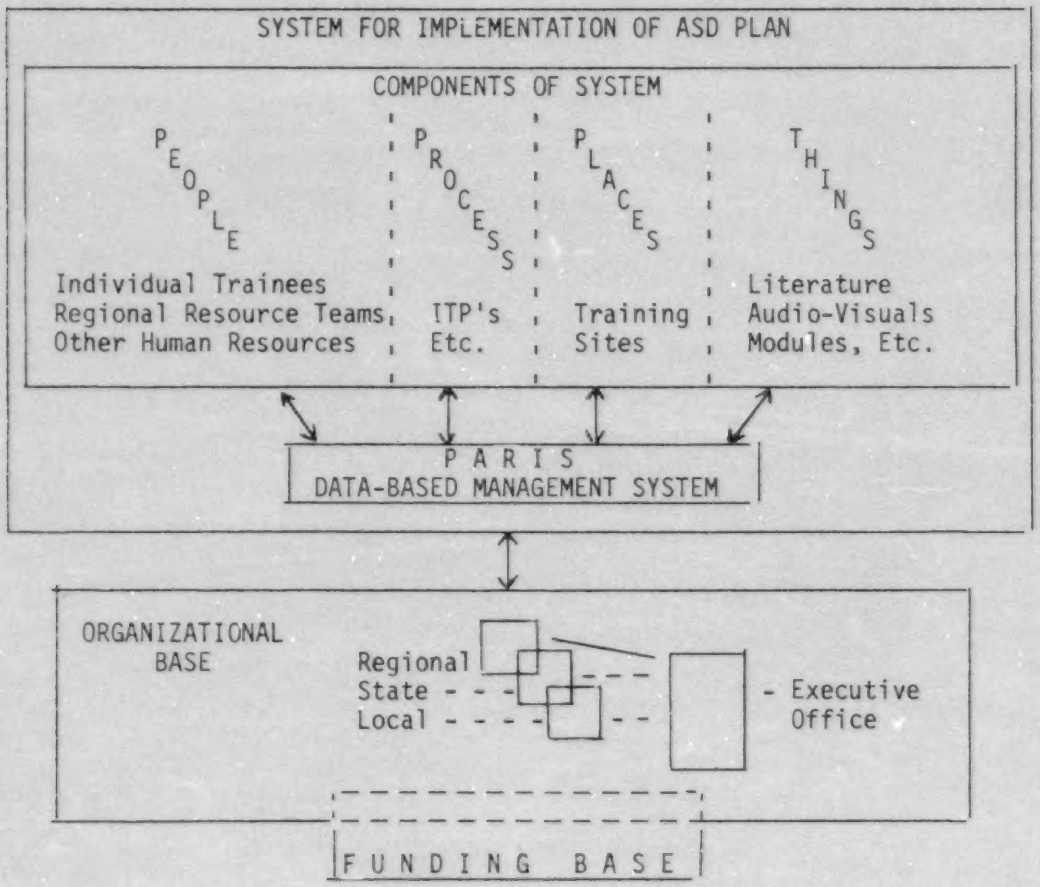
The first group of Project ACT trainees had completed their ITPs and the second group completed theirs by April 1975. Extensive work with Resource Teams including developmental and training sessions, module development, and a conference on the consultative process was carried on with staff and consultants. With the Policy Board's decision in December to discontinue support of the RRTs effective June 30, 1975, an Interim Committee of Dale Medearis (consultant), Carlin Good, participant, Paul Butterfield, participant and consultant and Terry Brattin, participant formed to plan and propose establishment of a self-sustaining adult staff development organization. At a conference of RRTs, ITPs, Staff, and Policy Board Members and several other interested parties held in May, 1975, this organization became a reality.

Task Force C was appointed in October 1974 by the Policy Board to develop alternative strategies for continuance of the multi-state adult staff development system in Region VIII in Fiscal Year 1976 and beyond. Members of the Task Force were: Earl Ringo and John Brennan of the Policy Board, James Kincaid and Sheila Schroeder of Project ACT Staff, and David Haggerty, Research Assistant, Project ACT. The Task Force

presented an extensive report which included a conceptualized model (a portion of which is shown below) of the adult education staff development system devised by Project ACT, with recommendations for the continuance of each of the component parts, as well as a cost estimate of money needed to continue the "multi-state" effort. The report was received at the December meeting of the Policy Board. The Board moved to accept the recommendations of the Task Force for inclusion in a final document to each state. A second motion by Brennan withdrew the recommendation in regard to the Regional Resource Teams.

The portion of the conceptual model devised by Task Force C visually presents the structure of Project ACT which had emerged by the close of Project ACT. In the full drawing, the model shows how the system relates to needs of individual clients, adult education programs, and of adult educators, and also shows the linkages to the evaluation process. The portion below was used alone to show with more impact the structure of adult staff development which evolved in Project ACT.

By the time of the March meeting two states, Wyoming and North Dakota, had expressed their desire to leave the consortium. At the final meeting of the Policy Board in March, Utah made no commitment of support. Montana, Colorado, and South Dakota, while all pledging financial support, could not come up with the funding needed to preserve the Project in the form suggested by the Task Force. However these three states may yet devise a way of continuing a three state consortium for adult education staff development.



Achievements

Evaluations of Project ACT received by the Policy Board in 1975 were:

Interim Evaluation Report in December, 1974

Individualized Training Program Evaluation in March 1975

External Evaluation in June 1975

Third Year Internal Evaluation, June 1975

The Policy Board also received a comprehensive report and two Position Papers concerning the Regional Resource Teams.

1. Consortium Organization--In what can only be reported as a negative development, three states elected to leave the consortium

while the three remaining states of Colorado, South Dakota, and Montana seek to find ways of continuing it on a multi-state rather than a regional basis.

2. State and Regional Staff Development--A "Needs Assessment Survey" was completed which gave multi-state and individual state data to supply state directors of adult education and state strategy boards with information to aid them in planning and conducting state staff development training programs.

A regional workshop on evaluation under the direction of a University of Illinois team was held with five participants from each state. A workshop on the consultative process was held for Regional Resource Teams in December.

PARIS developed a computerized printout publication to facilitate the use of its resources by the region. Guidelines for the development of satellite centers were also developed. The first satellite center in Denver, Colorado was established in cooperation with the Colorado Department of Education. The January, 1975 PARIS, literacy and audio-visual listing included approximately 3500 resources housed in the Colorado State University Resource Center and 1600 resources housed in the Denver Center. The first printing of the "Site and Human Resource" component of the PARIS system was published in June 1975.

In early May 1975 a Regional Adult Staff Development Conference with a group of interested participants of Project ACT in attendance (former trainees and members of Regional Resource Teams, Staff, and Policy Board Members) took positive steps to form an as yet unnamed

"Trainer Organization" to maintain and advance some of the main activities begun by the Project--especially the trainer capacity begun by the Regional Resource Teams. An interim Committee to continue planning was appointed and is composed of: Terry Brattin, Chairman; Carlin Good, Secretary/Treasurer; Paul Butterfield, Earl Ringo, and Sheila Schroeder. Dale Medearis and Mona Swanson are alternates.

Involvement of Others--Seven Project ACT participants (mainly first year) were identified as consultants for the new participants who began training in March 1974.

The Maryland ABE/ITV Project of 30, half hour tele-lessons in Adult Education were utilized through PARIS in three Institutions of Higher Education in Region VIII.

Project ACT co-hosted with others a cultural-ethnic awareness workshop for 40 participants of which only one was a regular ACT participant.

Dr. Sjogren's Adult Education Cataloguing Project to develop and publish a listing of Adult Education Resources in Region VIII was funded under 309c and will cooperate with PARIS.

Individualized Training Program--An evaluation of ITPs was conducted by Robert Clark with the first year participants. The results of the questionnaires showed that the innovative ITP method is very strong when compared with traditional methods. There was some indication that the characteristics of self motivation, and the degree to which individuals have this characteristic, is very positively related to success with ITPs. More research is planned.

Many instances of the receiving of college credits were recorded this year for work done by participants in ITPs. One notable example is the case of a participant receiving 15 graduate credit hours for Phase 1 of ITP activities through the School of Educational Change and Development, University of Northern Colorado.

Dr. Kincaid, in an interview with the external evaluators, reported that the ITP model as developed for adult education staff training, may be adapted for use in Cooperative Extension, C.S.U.

Regional Resource Teams--This year, 45 members of Regional Resource Teams participated in 27 developmental sessions in the first half of the Fiscal Year. In addition 30 RRTs participated in the December workshop on the Consultative Process.

Three RRTs provided content area training in five regions of South Dakota with good evaluation reports of their work. Two teams made presentations to the Policy Board. (Information of later presentations were not available at the time of writing the external evaluation.)

In December the Policy Board gave it's approval to Dr. Kincaid's proposal of the "Liaison Concept" for Regional Resource Teams whereby there would be a linkage established between each team and an expert in the field of the team's specialization.

At the final meeting of the Policy Board in March 1975, representatives of the RRTs appeared at the board meeting to ask support in their efforts to make their teams self-sustaining. In reply to their convincing professionalism, the Board allocated available monies to help support their efforts. The result was the organizational meeting held in May from which the "Trainer Organization" emerged.

Training Module Development--With central staff and RRTs cooperating, 15 modules were developed by the end of the project.

In addition, 5 modules were produced by individual states in the region.

Several of the modules were viewed by participants, Policy Board and Evaluators in March.

Summary of changes and consistencies in Project ACT

Objectives A prime objective which remained constant from the initial proposal through the end of Fiscal Year 1975, was the effort to build a Regional Consortium Organization for adult staff development for the six states and for Region VIII as a whole. This objective was given a broader base in the first year of the project by defining a vertical linkage within each state of a State Strategy Board and of Local Sounding Boards to make sure that the needs of localities and the unique needs of states were addressed.

A corollary purpose was the building of "a system of training" which beginning in FY 1973 was identified as a "multi-dimensional trainer capability." The original proposal further described the objectives for the system of training to be "self-sustaining" and "an accepted program in institutions of higher education."

As the project progressed and the training system, or trainer capability, became one centralized system (Individualized Training Program) rather than the six "Institutional Trainers," the training concept mandated the development of a third objective--the development of training resources materials and a center to make them accessible to the region.

An additional objective was added with the implementation of Task Force A's recommendation to produce a "multiplier effect" through the utilization of Project Participants in Regional Resource Teams. The description of Project ACT as a "catalyst" for regional adult staff training was an associated objective which came with the RRT concept.

The objective of emphasizing and developing "local adult education leadership" was developed in the first year of the program and remained constant throughout the remainder of the project.

Structure The Policy Board Structure and composition remained the same throughout the Project although the original proposal stated that there might be a need to adapt this structure "as experience is gained in Project development subsequent to its initial period of operation"--and "to effect more efficient and effective operations within the Consortium framework." Two Task Forces and the recommendations of the External Evaluator also sought to broaden the Board's membership base and the Board's ability and potential power to make policy decisions, however no changes resulted.

The vertical linkages which were to be established within the states were not successfully carried out.

The Headquarters Staff of Project ACT grew steadily in number of employees and of hours involved in Project work as the centralization of adult staff training for the region became a staff responsibility. The Individualized Training Program concept which became the "multi-dimensional" trainer system eventually involved 60 participant trainees selected for potential leadership in adult education in the region. The PARIS resource center was developed as a computerized, data based resource center to coordinate training materials, experiences, consultants, and other resources for the ITPs. The staff also took over the training of 8 Regional Resource Teams made up of participant trainees.

In comparing the structure suggested in the Proposal (page 10) with the structure of ACT as Task Force C presented it in the final year of the Project (page 23), it is noted that the six "Institutional Trainers" which would have spread the training responsibility into all six states in the region was replaced by a central system, operating through PARIS which carried out Individualized Training Programs by prescribing literature, consultation, training experiences, and visits to training sites to meet the needs of the individual participant.

Achievements The primary objective of a Regional Consortium Organization for adult education staff development although not accomplished in a self-sustaining form has been demonstrated by Project ACT to be a viable concept over the three year program. Adult educators from six states who made up the membership of the Policy Board met often, talked about common problems, discussed the needs of adult education, agreed on the spending of Federal monies allocated for those needs, and participated in the development of an innovative method of adult staff training which holds promise for the future.

A partial fulfillment of this objective may be realized with a three state consortium composed of Colorado, South Dakota and Montana. Also, an organization of professional adult educators dedicated to forming a "Trainer Organization" will carry on many of the concepts developed by Project ACT, regionally.

Perhaps the most remarkable aspect of the Project has been that it could have developed the multi-dimensional training capability in

so short a space of time. Early descriptions of priorities and "client-types" to be trained, mandated a flexible system by which personnel from aides to administrators working at local, state, or regional level could be trained. That the Individualized Training Programs were able to fulfill these stringent requirements is a tribute to the impressive dedication and creative abilities of the staff.

The building of PARIS is really an undreamed of bonus which grew out of the needs of the ITPs. It was not even hinted at in the original proposal, but grew steadily as the Project progressed. Hopefully, housed at C.S.U. with satellite centers throughout the region, it can continue to serve for years to come.

A final achievement must be singled out. The concern displayed by the members of the Regional Resource Teams who pledged their own time, energy, and resources to continue to serve the region as trainers of other adult educators in their appearance before the last meeting of the Policy Board in March 1975 spoke eloquently of another bonus generated by Project ACT--professionalism in adult education.

Part B - Policy Board

Perceived role position in March 1974 and March 1975

Table 1 identifies the perception of the role position of the Policy Board in March 1974 and March 1975. The position of each person was achieved by using a self-anchoring scale which required that each respondent first identified his role in the project in the "best" and in the "worst" possible light. Then he was asked to make a decision as to his present status. This was done in both 1974 and 1975. The response was placed on a ladder type scale ranging from 0 to 10. The mean of the choices made by the Board members was calculated and it is this figure that appears in Table 1.

The mean of 6.40 in 1974 and 6.12 in 1975 shows only a minor change down. However, an analysis of the eleven individual responses, for which data were available for both years, showed that six respondents rated their roles higher in 1975, four rated their role position lower and one rating remained the same. Those who rated their role lower averaged a drop of nearly four points on the scale while those whose rating increased, increased just over two points each.

Respondents were asked to give reasons for any change in their role. For those whose position went down examples of reasons given are:

"There's a conflict in the basic purpose of Project ACT."

"There's lack of communication with the State Director."

"The Project is drifting and all we're doing is waiting for the epitaph July 1, 1975."

For those whose rating went up, examples are:

"My own involvement increased."

"My own growth in understanding of the Project."

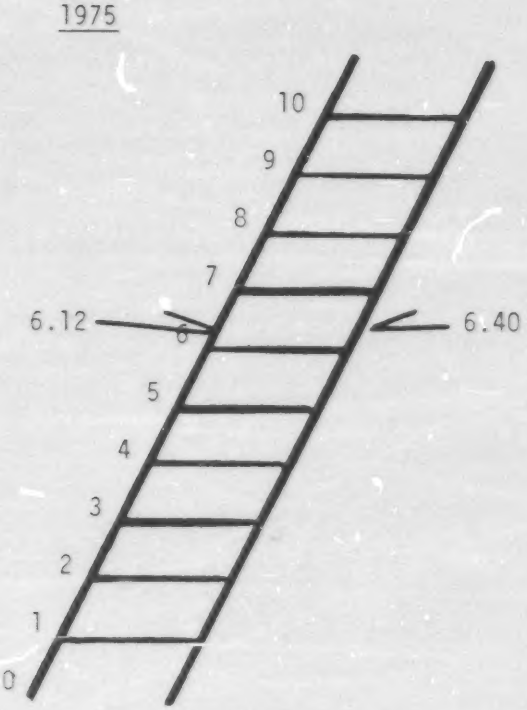
"I'm more experienced."

"Board members are beginning to think conceptually."

"We communicate better."

TABLE 1

THE PERCEIVED ROLE POSITION (MARCH, 1974 AND MARCH, 1975)
OF THE POLICY BOARD ON A TEN STEP LADDER WITH TEN REPRESENTING THE
ROLE IN THE BEST POSSIBLE LIGHT AND ZERO REPRESENTING
THE ROLE IN THE WORST POSSIBLE LIGHT.



*The range of the perceived role positions by members of the Policy Board were:

1974	4 to 10
1975	2 to 9

Perception of project outcomes for the region 1974 and 1975

Table 2 shows a very slight increase in the Policy Board's perception of project outcomes for the region. A self-anchoring scale was again used with ten showing outcomes for Region VIII in the "best" light and zero in the "worst" light. The means for 1974 and 1975 are based on the responses in March of each year when asked where on the scale they were at this point in the project. The 1974 mean was 4.30 and the 1975 mean was 4.40. Five ratings went down, four went up and two stayed the same. The mean change was 2.4 down and 2.5 up.

Examples of the reasons respondents gave for changing their ratings were as follows for those moving down:

"Lack of success of the RRTs."

"Board hasn't faced up to putting ACT on a Regional self-sustaining basis."

"Board members want funds to go to each state."

"Lack of state support."

For those whose ratings went up, examples are:

"It has stimulated my teachers to seek further training."

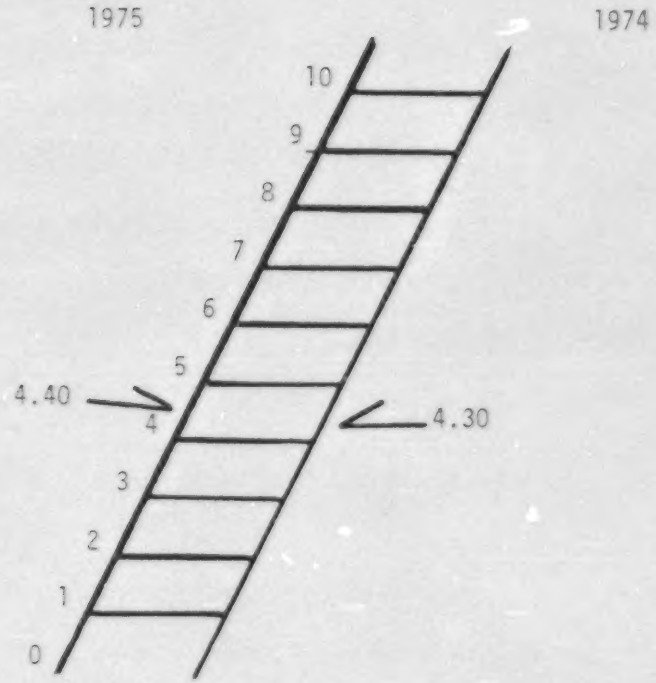
"There are positive results."

"Staff development has been accepted by colleges on a credit basis."

"I see possibilities for continuation by some states."

TABLE 2

THE PERCEIVED PROJECT OUTCOMES FOR THE REGION (MARCH, 1974 AND MARCH, 1975) OF THE POLICY BOARD ON A TEN STEP LADDER WITH TEN REPRESENTING PROJECT OUTCOMES IN THE BEST POSSIBLE LIGHT AND ZERO REPRESENTING PROJECT OUTCOMES IN THE WORST POSSIBLE LIGHT.



*The range of perceived outcomes for the region by the Policy Board group were:

1974	3 to 7
1975	1 to 8

Perception of project outcomes for the state

Table 3 shows the response on a self-anchoring scale to a question on project outcomes for each Policy Board member's own state. It was noted here that a greater change occurred between 1974 and 1975 than in the responses to the two earlier questions. The mean response in 1974 was 5.30 and in 1975 it was up to 6.12. Five Board members raised their rating a mean of 2.8 on outcomes for their state, four lowered the rating a mean of 2.1 and two remained the same. Examples of reasons given by respondents for raising their rating are:

"The ACT Model works in my state."

"State people use ACT products."

"We have utilized the RRTs."

For those whose ratings went down the responses were:

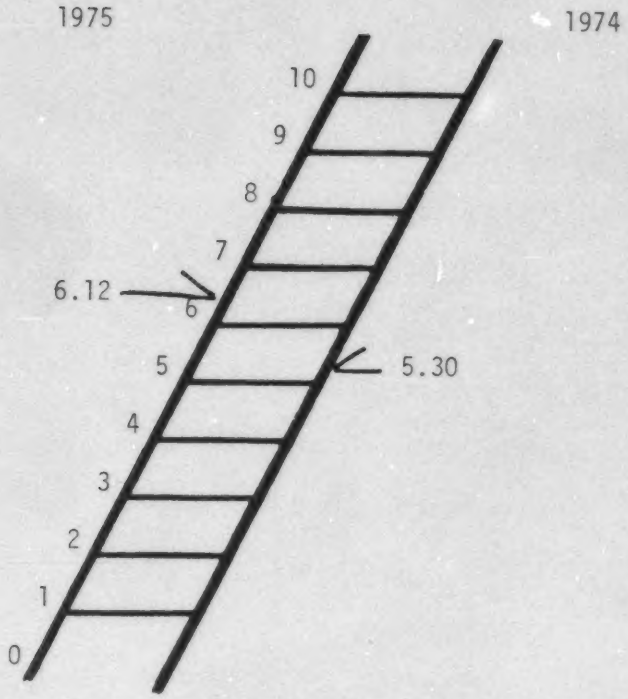
"No money went directly to the state from ACT."

"There is a lack of communication between teacher education and ACT."

"There's no feeling of participation."

TABLE 3

THE PERCEIVED PROJECT OUTCOMES (1974 and 1975)
FOR THEIR OWN STATE BY THE POLICY BOARD



*The range of perceived outcomes for their own state by the Policy Board were:

1974	3 to 8
1975	1 to 9

Policy Board judgments on the value of ITPs and RRTs-A Comparison

Tables 4, 5 and 6 demonstrate the value that Policy Board members placed on the ITPs and the RRTs for achieving selected goals. The interview was developed in such a way that respondents knew they were valuing one side of the scale greater or less than the other. The Tables identify mean responses on each side of the balance point, the range and the places where clusters of responses occur in other than a normal curve are noted.

In carrying out Project ACT objectives in your state - Table 4 shows a belief on the part of Board members that the ITPs have been of more value in carrying out ACT objectives in their state than have the RRTs. On a 0 to 10 scale the mean rating for ITPs is 5.61 while for the RRTs it is 4.40. The responses do not follow a normal curve pattern for either with clustering at the high (8) and low (3) ranges of the scale. Likewise the value ranges are extreme, running from 2 to 9 for ITPs and 0 to 9 for RRTs. When an individual respondent rated either the ITPs or the RRTs two or more points above the other he was asked to explain what accounted for this difference. Those favoring the ITPs indicated:

"They've done more."

"This program fits our state's philosophy."

"The participants are extremely capable."

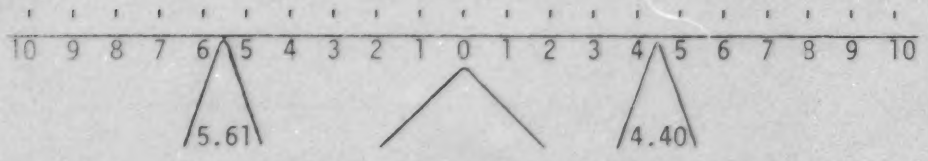
"They were better funded."

Those favoring the RRTs indicated:

"The RRTs have been used."

TABLE 4

COMPARISON OF THE VALUES OF THE INDIVIDUAL TRAINING PROGRAMS AND THE REGIONAL RESOURCE TEAMS IN CARRYING OUT THE OBJECTIVES OF PROJECT ACT IN THE STATE PROGRAM AS JUDGED BY THE POLICY BOARD

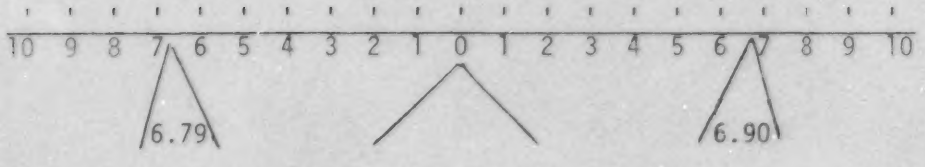


Range ITP = 2 to 9
Clusters at 8 and 2.5

Range RRT = 0 to 9
Clusters at 3 and 8.5

TABLE 5

COMPARISON OF THE VALUES OF THE INDIVIDUAL TRAINING PROGRAMS AND THE REGIONAL RESOURCE TEAMS TO THOSE ADULT EDUCATORS PARTICIPATING IN EACH AS JUDGED BY THE POLICY BOARD

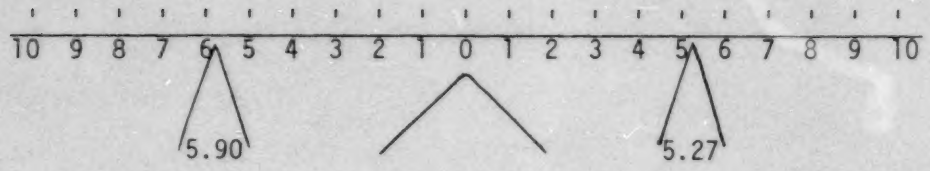


Range ITP = 0 to 10
Normal distribution

Range RRT 5 to 9
Normal distribution

TABLE 6

COMPARISON OF THE VALUES OF THE INDIVIDUAL TRAINING PROGRAMS AND THE REGIONAL RESOURCE TEAMS TO THE ULTIMATE CONSUMER OF THE ADULT EDUCATORS' COMPETENCY AS JUDGED BY THE POLICY BOARD



Range ITP = 1 to 10
Cluster at 4 and 8

Range RRT = 2 to 8
Clusters at 3, 6 and 8

"It carries ACT directly to the consumers."

"The group stimulation helps."

"There is more potential for exchange."

In value to the participants themselves - Table 5 demonstrates that the Board rates the RRTs a trifle higher than the ITPs. The means are 6.79 for the ITPs and 6.90 for the RRTs. In this instance there is a normal distribution of responses on both sides of the scale with an extreme range of from 0 to 10 for ITPs and 5 to 9 for the RRTs.

In value to the consumer of adult education programs - Table 6 shows a higher rating (5.90 to 5.27) given to the ITPs in reaching the ultimate consumer. There is a wide range of response with a response curve far from normal. Clusters of responses appeared at 4 and 8 for the ITPs and at 3, 6 and 8 for the RRTs.

Negative statements - During the interviews respondents commented freely on both ITPs and RRTs thus providing a number of negative comments about each depending upon the way they fixed numbers to the balance scale. Negatives about the ITPs related to lack of effectiveness beyond the individual participant and a limitation in the identification of the real needs of the participant.

Negatives about the RRTs were more numerous covering such factors as cost, lack of use, lack of face validity as a team and no real tie to a university in each state.

Hard evidence in support of ACT at the state level

Board members were asked to recall any "hard evidence" they had as to the value of ITPs, PARIS (Project ACT Resource Information System) and RRTs. They provided more "hard evidence" related to PARIS and the RRTs than they did for the ITPs as noted below.

ITPs - Use in colleges and universities, from reaction of the trainees themselves, and trainees invited to classes as a resource person.

PARIS - Used to get material for graduate students, used in the state, used personally, used by the office, used for meetings.

RRTs - Used in state in-service, remarkable change in participants, used teams in workshops, five workshops held, participants were enthusiastic.

Elimination of RRTs

In making plans for a follow-up of the regional project after Fy '75 the Policy Board at its December 1974 meeting voted to eliminate the RRTs from such plans. This action was taken after a generally favorable reaction to RRTs given by Board, Teams and ACT staff during the 1974 external evaluation. Because the December 1974 action was at variance with the March 1974 responses it was assumed that something either went wrong or that the responses in March 1974 were not valid. This being the case the Board members were asked for their judgment on the reasons for the elimination of the RRTs from the proposed follow-up budget. Eleven responses were given and are summarized below:

1. Will try to do our own in our own state.
2. No funds. A commitment to competency needs to be developed in our state first. The state wants to support only in-state services. The teams are not well developed.
3. The teams are of poor quality.
4. There is no state funding support for RRTs.
5. There's no commitment by some states, it's a damn shame.
6. Lack of use, expense, jobs keep team members from attendance.
7. Cost and travel, released time is difficult to obtain.
8. Not enough use.
9. Economics - this part could be cut most easily.
10. One Board member worked to eliminate it and did.
11. Money.

The reasons given demonstrated that the major reason for elimination is financial and in addition lack of state commitment, team quality and limited team use led to the elimination of the RRT concept in the proposed budget.

Consistencies and changes in objectives 1973 - 1975

Board members were asked to identify consistencies and changes in the objectives of Project ACT as they viewed it over the three year period. All but the newest members of the Board responded to this question. The responses given are summarized below. It was noted that in both the consistency column and the change column most references were to program consistencies and program changes rather than to changes in objectives.

Board Member #	Consistencies	Changes
1	Emphasis on regional coordination	From developing individuals to picking experts From state run to being run by the Regional office
2	Emphasis on Regional coordination	In the how to do it. Objectives stayed the same.
3	There were no consistencies by the Board, the Staff or the Regional Program Officer	Example: Starting the RRTs rather than focusing on individuals
4	Development of ITPs	Sounding Boards and Strategy Boards developed on paper only Developing the PARIS system beyond initial plans
5	Evolvement of a Resource Center The Policy Board never dealt with objectives The Policy Board was consistently out of focus	From a staff development and a consortium to ITPs
6	Continuing staff development	More emphasis on PARIS More emphasis on module development

Board Member #	Consistencies	Changes
7	Trying to upgrade adult education teachers Never a meeting with all Board members present	Thus the staff rather than the Board ran the program
8	Focus on individual training Board consistent in its lack of support Board consistent in its lack of commitment	Dropping of the liaison members
9	Upgrading the adult education teacher	Objectives haven't changed, just the approaches
10	Objectives are all the same	The staff development person in each state never materialized Activities have changed
11	Objectives haven't changed. They started with a focus on individuals and it led to the ITPs	The introduction of the PARIS system The three Boards never developed as planned
12	No response (New)	Dropping the RRTs in Dec. 1974
13	No response (New)	No response (New)

In analyzing the above it was noted that there was no agreement among Board members on the consistency of objectives, and limited agreement on what changed. There was no evidence of homogeneity of thought among the Board members.

Perception of Board members as to key decisions of Project ACT and who was responsible for making them

In examining a three year project at the end of the third year it was possible to ask the Policy Board to list the key decisions of that period and to identify the individual or group responsible for the key decisions. Consistency of response would indicate a focused project, lack of consistency the opposite. The summary below showed that the inconsistency was extensive among the eleven respondents. The two more recent additions to the Board did not respond.

Board Member #*	Key Decisions	Who Was Responsible For It
A	It was an open organization with everyone having a chance to express themselves	Regional Policy Board at all times
B	Selecting ITP Participants, defining content, training and implementing	First by the Board, later by the Regional Staff
	Expanding PARIS	Someone other than the Policy Board
C	All decisions were key	And all made by the Regional Program Officer
D	To have Regional Resource Teams	The first Task Force, then jammed through the Board by the staff. The staff jammed many things through
	States didn't submit a dollar plan	Default by everyone
E	States didn't put federal funds back into ACT	State Directors, especially
	Decisions were all made in advance of Policy Board meetings	The State Directors maneuvered the Board at will by their pre-meeting decisions

*The letter and the earlier number assigned to the Board Member do not coincide.

Board Member #*	Key Decisions	Who Was Responsible For It
F	(No specific ones mentioned)	CSU Staff and Policy Board
G	Not to deal with the issue of the make up of the Policy Board	Policy Board
H	The only decision the Policy Board ever made was to go into executive session 3/5/75	Policy Board
	Evolvement rather than decisions	The heterogeneity of the Policy Board leads to dominance by management
I	Identification of ITPs, Modules	By staff not by the Board
	Development of RRTs	Task Force and with reluctant Board approval
	Not to continue RRTs	State Directors in consultation with the power brokers in their own states.
J	Writing the proposal and formulation of the structure	Kincaid and Minnis
	The system itself	Kincaid
	Shift to RRTs	Task Force (A)
	Suggest a new make-up of Policy Board	Task Force (B)
	Allowing a Board member to send a stand in	Chr. of Policy Board who let it happen by default
K	Not to act as a Policy Board	Individual Board members who were working for their own state. Thus the Project Director made Regional decisions because the Board didn't.

*The letter and the earlier number assigned to the Board Member do not coincide.

An examination of the "who was responsible" column above showed how dispersed was the perception of the Policy Board on who made the

key decision for this project. The decision makers included the Board, specific Board members, State Directors, Project Director, Task Forces, staff and even suggestions that decisions were made by default.

Likewise, the "key decisions" column covers decisions all the way from writing the initial project proposal to dispensing with the RRTs in the post-project budget.

Part C - Direct Outcomes of the Project As Perceived By Educators One Step Removed From Project Participation

After the random selection of twenty-four Project ACT participants, the name, address and phone number of the immediate supervisor or administrator of the selectees was provided by the State Director of Adult Education. In all cases these State Directors were members of the Project ACT Policy Board. The direct supervisor or administrator was to be identified in situations when they were employed one-half time or more in adult education. If such administrators or supervisors did not meet this criterion then the person to be interviewed was the school district administrator under whom the ACT participant works. In one instance this was the chairperson of the Library Board.

The twenty questions and certain follow-up probes which were asked during the twenty-four interviews are listed below with a summary of the responses.

In addition to a statistical summary of responses, selected quotations will be inserted. This was done to demonstrate the qualitative nature of the response patterns coming from the interviews. Prior to questioning the interviewee a discussion was held explaining its purpose and introducing the interviewer. The basis of selection was described and a formal request made to tape record the interview. The interview proceded from there.

- 1. Have you noticed any difference in (his/her) ability as an adult educator since he/she began participating in the Program?

Sixteen responded that there was a positive improvement in the participant as an adult educator.

Three said they had noticed no difference.

Six indicated that the participant was such a high level adult educator at the start of their participation that it would be impossible to make such a judgment.*

Two responses could not be coded.

Examples of responses follow:

"Yes, when he came into the program he bloomed."

"No, I can't tell. We're so underfunded that he has to do it all anyway."

"She was always good."

"We'd like to take some of the glory for his change in ability."

"We were so involved in a bond issue that it took precedence over adult education."

- 2. Is (he/she) more self-directed in (his/her) work than before?

Fifteen said the participants were more self-directed.

Two showed no difference in this characteristic.

Thirteen were described as so self-directed initially that no such judgment could be made.*

Response examples:

"Yes, she comes in with examples of new things more often than before."

*In response to this type of question the respondent often gave an answer of the participant having more of a certain quality. Then as an afterthought said something like this, "I'm not really sure she's any better because she had so much ability when she joined the program." This response is counted twice thus the total responses may be more than twenty-four.

"Yes, he now expresses himself directly. He now holds his own in competition with others and most astonishing to me, his writing skills have improved."

"No, he was very self-directed to begin with."

- 3. Is (he/she) more self-confident in (himself/herself) as an adult educator?

Nineteen were said to have more self-confidence.

Two showed no more of this characteristic.

Five were identified as being heavily endowed with this characteristic from the start.*

Examples:

"Yes, that's part of it. She was insecure. Definitely, she's much, much more self-confident."

"No, he's lacking in this and I've seen no change."

"I don't know, she always was self-confident."

- 4. Has the Project in any way been a motivator for (his/her) professional improvement?

Nineteen respondents said that the Project helped develop professional motivation in the ACT participant.

One said there was no greater motivation.

Four responses could not be coded.

Examples:

"Yes, it's only in the last year that he's asked for time off to work on his Ph.D. degree."

"Yes, this is where the greatest emphasis has come."

"No, he's too busy."

"There's no time, he's always motivated."

*In response to this type of question the respondent often gave an answer of the participant having more of a certain quality. Then as an afterthought said something like this, "I'm not really sure she's any better because she had so much ability when she joined the program." This response is counted twice thus the total responses may be more than twenty-four.

- 5. Would (he/she) have done these things (changes noted above) without such a program?

Thirteen would likely have changed without the program because of their strong professional commitments.

Six were identified as having changed because of the program.

Five answers could not be coded.

Examples:

"Yes, he would have."

"Yes, but not as coherently."

"Maybe, but it would have taken five or six years. Project ACT hastened the changes."

"No, I don't think so. He changed because of Project ACT and our use of MBOs."

"I don't know."

- 6. Has this person, as a result of (his/her) focus on a Regional Resource Team made any changes in (his/her) work that has helped the adult students in (his/her) program?

Respondents noted that fifteen participants had made changes in their work as a result of the RRTs that helped students in their programs.

Nine responses were not codeable.

"Yes, he now arranges student-staff conferences."

"Yes, tremendously! Other programs don't look as good."

"It's happened more and more over the two years. He's now stronger one to one with students. He's developed an informality."

"I can't assess this until in the summer."

"There's no way of measuring this, but some former students who couldn't get along with her are now coming back. She's placing more emphasis on coping skills, discussion and adult decision making."

- 7. Have any of the materials and abilities gained by (name of participant) been shared with other staff at your school?*

Nineteen respondents reported that the abilities gained and the materials accumulated were shared with other staff in their school.

It was reported that five did not share.

Examples:

"Yes, Colorado State University accepted the ITPs for formal credit. She produced a simulation kit for a graduate class and shared it with them."

"Yes, she has helped the aides in the program and taught them what she has learned. She conducted three days of in-service for her own staff and for others."

"Yes, it comes out at staff meetings."

"Not directly."

"Not that I know of."

"No evidence."

- 8. Have any other staff members in your school gotten direct help from Project ACT? (Direct contact with Project ACT rather than through the participant in your school.)

One of the measures of the multiplier effect of a federal project is whether or not it extends beyond the direct participants. Question eight sought that kind of evidence.

Thirteen of twenty-four respondents had no evidence that this had occurred.

Nine knew of participant activity that led to other staff getting help direction from Project ACT.

Two responses could not be coded.

*School is used in the generic sense. When the program was in a Center or a library the specific term was used.

Examples:

"No."

"Not directly."

"I don't think they've taken the initiative. (Name of ACT Participant) carries the ball."

"Yes, our counseling and our ESL staff."

"Yes, in one instance I can think of."

"Yes, they've ordered books and (Name of Participant) took the whole staff to Fort Collins."

- 9. Do you see any long range benefits to your school as a result of (Name of Participant) 's participation in Project ACT?

Eighteen of the twenty-four respondents perceived long range benefits to their school as a result of one of their employees participating in Project ACT.

Four perceived no long range benefits, and two answers could not be coded.

Examples:

"Yes, her background of new experiences make her more valuable. We were convinced that it would be good for her and we were right."

"Yes, a whole new direction on individual instruction and staff development."

"Yes, as long as we can keep the program going. Funding is a problem."

"No, the direct influence to the trainees is the value."

"I hope so, but I'm afraid of the usual federal syndrome of stopping a program too soon. It would take five or six years."

- 10. How much information did you have on Project ACT before (Name of Participant) began to participate in it?

Seven of the administrators or supervisors of the ACT participants said they had no information on the Project in advance of the entry of the participant.

Twelve said they had limited information.

Four indicated that they had total information and one response could not be coded.

Examples:

"Zero."

"None, but CSU has a good reputation and that makes it positive without information."

"Very little, it came on quickly."

"Not much."

"Very little, the administrator made the assignment and as a supervisor I accepted it."

"I was in the Denver office conferring with Swenson, and Minnis saw me and told me about it."

"Much, I was in it before he was."

- Was it enough?
- In what ways were you informed?

Although seven had no information and twelve had limited information (total 19 of 24) there were seven respondents who indicated that they had enough information.

Fourteen said they did not have enough.

Two believed their information was limited and one respondent said that it made no difference because he trusted C.S.U.

The respondents were informed about Project ACT in a variety of ways both before and after one of their employees participated in the program.

Six said that they still have not been informed about the Project.

Seven were informed by the participants after they were selected and began their participation.

Six were informed by reading reports, brochures and documents from the state office.

Three were informed by individual Policy Board members.

The two respondents who were totally informed were so informed by virtue of the fact that one was an earlier participant and one was on the central C.S.U. staff of the Project.

Examples of responses:

"Not at all, never. Perhaps it's because she's a part-time employee."

"By the participant after he started."

"Through mailings from the state and C.S.U."

"Alton told me about it."

- Did you know how much time would be devoted to it by (Name of Participant)?

Eighteen of the twenty-four respondents said that they did not know how much time their employee would devote to the Project.

Six said they knew how much time it would take.

Examples:

"Not exactly, not laid out for me."

"No."

"It took more time than I expected."

"No, but I trusted him."

"Only as much as (Participant) knew, and he didn't know."

"Yes, but the significance of it was not clear."

"Yes, we sat down and scheduled it out. The Board of Directors had to approve."

- 11. Do you think that (Name of Participant) really knew how much time would be devoted to Project ACT when (he/she) got into the program?

Fifteen of the twenty-four respondents did not think the participant knew how much time he would devote to the Project when he got in.

Six thought the participant did know and three answers could not be coded.

Examples of responses:

"No, vague, we talked about it taking one day per month and sometimes it has been four days at a time."

"I don't think so, when she started she was enthusiastic and willing."

"No, now she procrastinates about being gone more than she thought she would be."

"Yes, if anyone ever does."

"Yes, but he was pleasantly surprised that it was for real."

"I'd hope so, he's "Gung-Ho" on the project."

"Never complained." (Not coded.)

- 12. Is travel out of the state for in-service training helpful to (Name of Participant)?

Twenty-two of the twenty-four respondents rated out-of-state travel for in-service training as helpful to the participant from their school.

Two gave non-codeable responses.

Examples of comments made:

"Yes, especially the Utah trip."

"It made him a more professional person."

"Yes, we could be inbred in this state if we're not careful."

"Yes, but I'm afraid he'll be hired away."

"Yes, because our state has little to stimulate it in adult education."

"Don't know."

- Is travel out of the state for in-service training helpful to your school?

Eighteen respondents rated out of state travel for in-service training helpful to their school.

Two say it was not and four responses could not be coded.

Examples of comments:

"Yes, anytime because we have such limited funds of our own for in-service."

"Yes, he's a great one to share things at weekly staff meetings."

"Yes, will save us money in the long run on what he learned about media, especially as we move to Cable TV."

"Yes, we usually have to rely on other states."

"Not really, but I'm hoping."

"No."

"She's independent." (Not coded.)

- 13. Have you heard any solid complaints about Project ACT from (him/her)?
  Describe:

Twenty-two of the administrators and supervisors had heard no solid complaints about Project ACT from the participant in their school.

Two indicated they had. One was related to the ITPs getting so much material that they couldn't get through it along with their other work and one was a frustration with the original design of the participants' ITP which was subsequently changed and became beneficial.

Unsolicited comments included the following:

"I've heard no solid complaints but much of ACT is focused on ABE thus giving it tunnel vision."

"No, but more advanced scheduling would have helped."

"Nothing but enthusiasm."

"It's been very helpful, positive."

- 14. Would your district be willing to pay a user's fee for reference material coming from a Project resource center? (PARIS)

Fifteen respondents indicated a willingness to pay user's fees, six of these were a clear "yes" while nine included certain qualifications.

Two would not be willing and seven gave responses that could not be readily coded.

Examples of responses are:

"Yes, but we would need to rely on (Participant's Name) 's suggestions."

"Yes, but we'd have to have it come from special budgets."

"It depends on the cost."

"That's the problem, money."

- 15. How do you feel about (his/her) time off of the job to participate in ACT activities?

Fourteen of the respondents were clearly positive about participants having time off of the job to take part in ACT activities.

Nine were positive with qualifications and one was negative.

Examples:

"In no way does it jeopardize the job."

"Really good, in his case."

"Very positive about it, our eyes were open when we went in."

"The only bad effect is the time off."

"In some respects it's tended to have a negative effect on those people she works with. They've looked to her for direction and when she's gone some of them do nothing. But it's not as severe as this may sound."

"It's detrimental for him to be away."

- (If "positive") Would you encourage others in your school to participate in such a program?

For those twenty-three who responded positively, eighteen would encourage others to participate, two would not and one answer could not be coded.

- 16. What is your reaction to the overall project?

Of the twenty-four persons interviewed two hesitated to respond to this global question because of limited information. Two had no information and did not respond. Of the twenty remaining, eleven were strongly positive and nine were positive but provided no strong statements or else they qualified their response in some way.

Examples of statements strongly positive are the following:

"It's about the most innovative thing I've seen happen. It benefits both the staff and the community."

"Great."

"The concept is great."

Examples of qualified statements were:

"I'm fairly positive. I wonder about the amount of benefit for some. I'm 70% positive and 30% negative."

"I'm rather positive."

"I'm above neutral but not fully enthusiastic and lack knowledge of it."

"Sharing experiences is good, but I wonder if it's worth the money."

- Following this general reaction three questions were asked inquiring as to whether or not the respondent had enough information to respond directly about the RRTs, the ITPs and about PARIS. It is in response to specifics that the extent of the knowledge vacuum among administrators and supervisors came into focus.

Only six respondents knew enough about the RRTs to respond, six about the ITPs and seven about PARIS. Even more noteworthy is that three of the six who knew enough about the RRTs to respond, four of the six for the ITPs and three of the seven for PARIS were from Colorado the "home base" of Project ACT. Montana and Wyoming had the next best record with five and four positive responses respectively. North Dakota, South Dakota and Utah administrators and supervisors gave no evidence of sufficient knowledge of these specific aspects of Project ACT to provide a reaction.

- 17. Of the entire program what do you believe was the most meaningful to (Name of Participant)?

When responding to the question of the most meaningful element of the entire program to the participant from their school the respondents provided an overwhelmingly favorite answer. It was the exposure to new ideas and to other groups of adult educators. This is what got through to them and they approved. Other responses included exposure to new methodologies, the ITPs, the workshops put on

as a member of an RRT Team and the chance for independent crystalization of their own ideas.

- 18. How many days per year do you believe someone from your district could be made available to help teachers and administrators in other states?

The plan for Project ACT during Fy '75 was that twenty days could be made available for Project activities. This question deals with the future rather than the past and responses provide evidence for planning activities if a self-sustaining regional staff development plan should materialize.

The range and mean of the responses to this question are noted in Table 7 showing an overall range of from zero to sixty days with an overall mean of thirteen days. Means among states vary from 9.75 for South Dakota to twenty-six for Colorado. The Colorado figure is skewed upward by reason of the one response of sixty. The mean of the other three respondents from Colorado was fourteen which is still higher than that of the other states.

TABLE 7

DAYS PER YEAR ADMINISTRATORS BELIEVE SOMEONE COULD HELP TEACHERS IN OTHER STATES

State	Range of Days	State Mean	Grand Mean
Colorado	12 - 60	26.0	
Montana	6 - 20	11.5	
North Dakota	0 - 20	10.0	
South Dakota	9 - 20	9.75	$\bar{X}$ = 13.1
Utah	0 - 25	11.25	
Wyoming	10 - 10	10.00	

- 19. Would you classify the participant from your school as a real professional educator?

Twenty-three of the twenty-four responses to this question were "yes" and often with follow-up statements such as "definitely" "very much so" and "top in the state."

- When asked why or why not, the response to the why included statements such as these:

"Terribly dedicated." "Willing to grow." "Desires to serve people." "Keeps up to date." "The only thing he loves more than education is goose hunting." "She can cope." "Self-sufficient." "Has that sense of responsibility," and "She's always aware of students." The one "No" response to this question was followed by the description of a person who has a problem with his own identity, who lacks security and doesn't know his own strengths and weaknesses. This was followed by a statement indicating that the person is far more professional than two years ago with a belief that professionalism is forthcoming.

- 20. Is (he/she) more professional than (he/she) was two years ago?

Question 20 was the last asked of the administrator and supervisors. Here again the response to an overall question of participant growth was very positive. Nineteen of the twenty-four respondents answered "yes" to the question while the other five respondents spoke of individuals whom they said were "tops" two years ago and had very little room for noticeable improvement.

Examples of responses are as follows:

"Yes, you bet."

"He's good, that's why I sent him."

"Yes, one of the best."

"Yes, from natural growth in the profession. I don't know how much is ACT related."

"Good then and good now."

"So good two years ago that it's hard to say."

Part D - Other Findings

Data for Part D came from a variety of sources. The basis of the findings on Advisory Boards comes from both Project ACT Central Office and from interviews with the Policy Board. Thoughts of the ITPs, RRTs and ACT Staff come from directed but informal group interviews with a sample of convenience from each population. Sources of Supplemental Funding come from documents available in the Project ACT Central Office. Data on action taken as a result of the recommendations of the 1974 External Evaluation come from an examination of Project ACT documents distributed after June 1974 and include in addition to staff and Task Force reports the minutes of Policy Board Meetings.

Advisory Boards

The plan for Project ACT included three types of advisory boards deemed important for the success of the project. They were the Project ACT Policy Board for the Region VIII, State Strategy Boards for each of the six states and Local Sounding Boards. In the First Year Report June 30, 1972 - July 1, 1973 is found this statement: "To ensure effective training program development (i.e., planning, implementation, and evaluation) within each state, the concept of state 'strategy' and local 'sounding' boards has been incorporated within the Region-wide ASD System organizational structure. These boards, which are designed (1) to be widely representative of ASD interests, and (2) to provide a 'vertical' linkage in membership (i.e., local board representation on state boards and state board representation on the Regional Policy Board), are the chief organizational mechanisms by which program needs assessments, planning, implementation, and evaluation are conducted in each state."

Thus, since these boards are the chief organizational mechanism they should be examined. There wasn't much to examine. Beyond the Regional Policy Board the picture is bleak. According to data in the Central Office there is a Colorado ABE Advisory Council, there is a Montana State Strategy Board and there is a South Dakota State Advisory Council. There was no evidence of anything resembling a State Strategy Board in the Central Office for North Dakota, Utah and Wyoming. Neither was there evidence at Project ACT Office on Local Sounding Boards in any of the states.

As a follow-up to this lack of information each member of the Regional Policy Board was asked during his interview whether or not his state had a State Strategy Board and a Local Sounding Board. If any were identified they were asked to describe the extent of the activities of these boards. The responses of the two persons from each state are noted in Table 8.

It was noted in Table 8 that the two Regional Policy Board members in Wyoming and Utah did not agree as to whether or not a State Strategy Board existed and in Colorado, North Dakota and South Dakota there was a different response in respect to Local Sounding Boards. In addition, the Regional Office of Project ACT reported that no State Strategy Board existed in Utah but Utah respondent #1 indicated that one is active at various times while respondent #2 said it no longer meets, having last met in June 1974. Such confusion over "the chief organizational mechanism by which program needs assessment, planning, implementation and evaluation are conducted in each state" is prima-facie evidence that no organizational mechanism exists.

TABLE 8

RESPONSES OF POLICY BOARD MEMBERS REGARDING
STATE STRATEGY BOARDS AND LOCAL SOUNDING BOARDS

State	Respondent	State Strategy Board	Comments	Local Sounding Board	Comments
Colorado	#1	No		Yes	Not a part of ACT
	#2	No	Had one first year Reviewed the second year Dropped the third year	No	
Montana	#1	Yes	Meet and discuss ACT Not of much use	Yes	In come communities Loose knit Could be called one
	#2	Yes	Fairly active Meet from once per month to once in three months	Yes	In Billings & Helena ACT has had an influence on these
North Dakota	#1	No		No	
	#2	No	Difficult to travel in N. D. People are tired of meetings Professionals expect laymen to be interested	?	There may be some not related to ACT
South Dakota	#1	Yes	Began in 1967, tied to State budget Meets four to six times per year Modeled after a School Board	Yes	Over 1/2 of the programs have them No guidelines Encouraged but not pushed

TABLE 8 (Continued)

State	Respondent	State Strategy Board	Comments	Local Sounding Board	Comments
South Dakota	#2	Yes	They planned how the RRTs were to be used To continue participation in ACT, identify needs, plan workshops, etc.	?	Doesn't think there are any
Utah	#1	Have Had	Active at various times Asking for advice Have been involved during last 3 years	No	
	#2	Yes	No longer meeting It had an undesireable make-up Last meeting June 1974	No	
Wyoming	#1	Yes		Yes	Each district has some kind of local board
	#2	Not a Formal One	Meets about twice a year. It's an informal group and a somewhat different group each time. Participants are sought out.	Yes	Only in the stronger programs

Thought of ITPs and RRTs

In March 1975 the interviews with the Project ACT Policy Board were held in Denver at a time when RRT and ITP participants were involved in a staff development workshop on evaluation. An ITP and RRT sample of convenience was possible during this period. In one instance the external evaluators met with a group of six participants and questioned them about the ITPs. In the second instance a meeting was arranged with four participants and they were questioned about the RRTs. One set of questions was the same for both groups. They were asked to compare the ITPs and the RRTs as to the value to them as individuals, the value to other adult educators and the value of each to participants in adult education programs under their jurisdiction (ABE, GED students, etc.). This comparison was made on a balance type rating scale as shown on Table 9.

Table 9 shows a somewhat more favorable judgment by ten participants on the value of the ITPs to themselves, to other adult educators and to participants in adult education programs at the local program level. The differences are slightly over one point on a ten point scale for value to themselves and to local program participants. The difference is only .20 points in their judgment of ITP value to other adult educators.

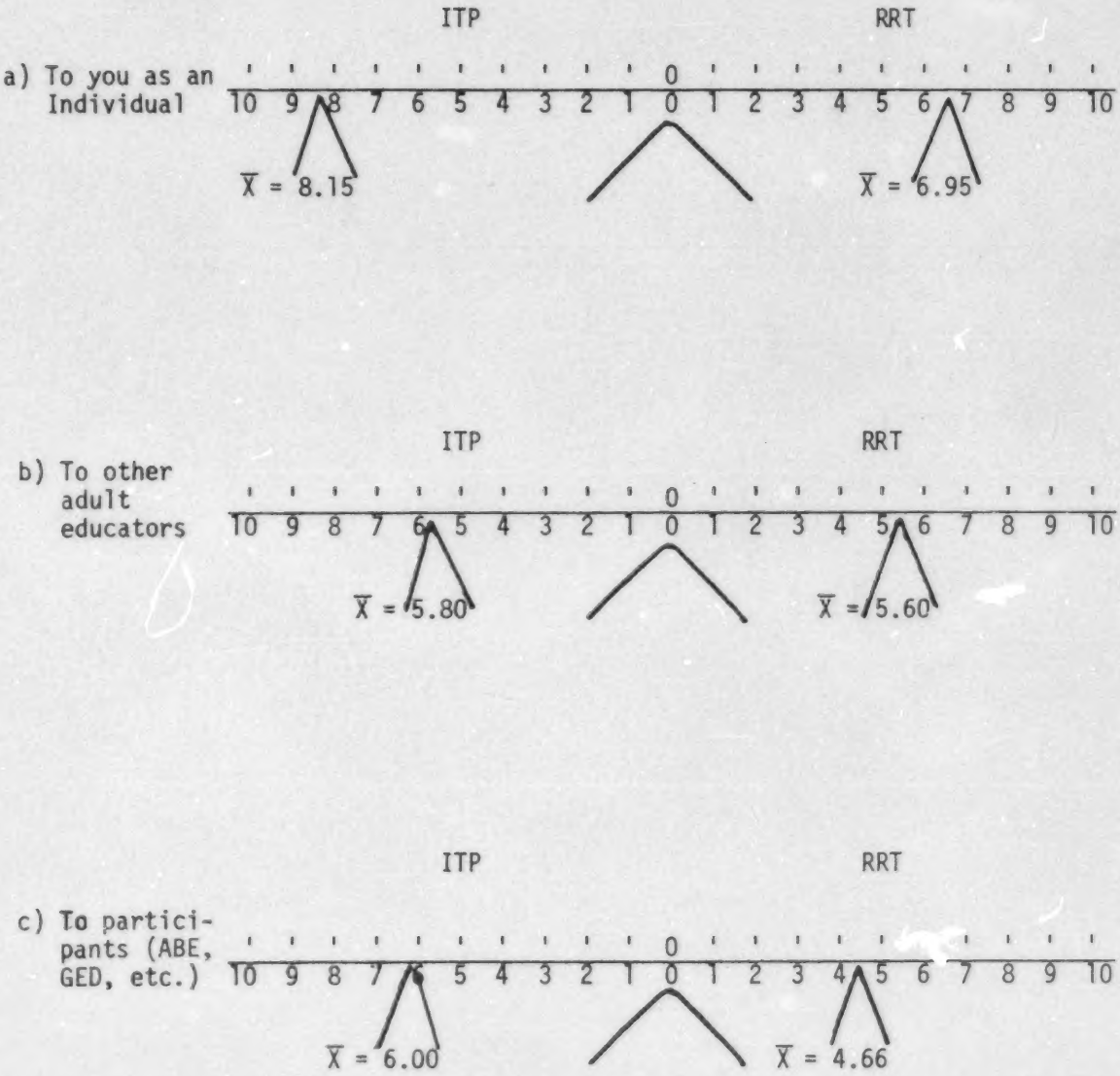
Six participants responded to a series of questions about ITPs and a summary of their responses follows:

- 1. What kind of changes has involvement in ITPs brought about in you that perhaps would not have occurred had you not participated?

TABLE 9

MEAN RESPONSES OF TEN PARTICIPANTS ON
THE VALUE OF ITPs AND RRTs

VALUE


ITP
RRT
a) To you as an Individual
10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10
X̄ = 8.15
X̄ = 6.95
ITP
RRT
b) To other adult educators
10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10
X̄ = 5.80
X̄ = 5.60
ITP
RRT
c) To participants (ABE, GED, etc.)
10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10
X̄ = 6.00
X̄ = 4.66

"It gave me more confidence."

"I became more effective as a teacher."

"I learned that mine wasn't the only adult education program."

"I became knowledgeable about administration."

- 2. What outcomes for you have been passed on to others?
  a) Adult educators

"After the Medearis workshop I helped other adult educators on the consultation process."

"Two months later I passed items on to Girl Scout leaders in my community and later to Community College staff in a workshop."

"I shared my materials with teacners at the Technical Center where I teach."

"I circulate my materials to the school staff."

"I'm trying to get ITPs at a state level ACT Program."

- b) Participants in adult education programs (ABE, GED, etc.)

"I added computer assisted instruction to my program after one of my consultations."

"I now do student accounting much like the ITPs do it."

"After a three day workshop with Dr. Brown I look at and understand my adult students differently."

"I was able to improve the faculty performance criteria for my staff."

"I've begun working with my students on a one to one basis."

- 3. (This dealt with the comparisons reported on earlier.)

- 4. a) As an ITP participant, what use have you made of PARIS?

Four of the six interviewed have used the audio visual materials.

"I've read stacks of books."

"We get materials we couldn't get other places."

- b) What encourages its use?

"The new catalogue."

"Materials are easier to get than through a library."

"The staff at PARIS is helpful."

"We need the materials in our school so we make use of them."

- c) What discourages its use?

"Not enough time to read" was the unanimous statement of the six involved in the interview.

- 5. How has your own growth through ITPs been checked for progress?
  a) By you

"Our school system has a peer rating and I rated higher after participation."

"Those of us who use ITPs for credit programs have an automatic rating built in."

"My own evaluation had a large bearing on my going back for my Masters."

- b) By CSU staff

"We give oral reports to Ginny at her request."

"It's an informal evaluation but we have given progress reports."

"There is a need for re-evaluation because of changing needs."

"Yes, because I didn't know what all the choices were in Teacher Effectiveness Training."

- 6. Which of the following experiences related to ITPs do you believe was the most valuable to your growth as an adult educator?

Place these in priority order:

_____ Consultation with selected resource persons.

_____ Initial need identification with project staff.

_____ Literary and AV Resource List.

_____ Use of the PARIS resource.

_____ Conferences and Workshops.

After five minutes of discussion the six interviewees decided that they could not place the experiences in a priority order. They sorted the experiences into "higher" and "lower" groups as follows:

HIGHER
Consultations with selected resource people.
Use of the PARIS resource.
Conferences and workshops.

LOWER
Initial need identification with project staff.
Literary and Audio-Visual Resource List.

- 7. Did you know what was in store for you when you began the Individual Training Program? (Regional Resource Team Membership)

Responses here emphasized the total time that both ITPs and RRTs took because all those interviewed in this group and in the RRT group had a planned Individual Training Program and were members of a Regional Resource Team. Examples of the responses of both groups follows:

"It would have helped to have known how much time was expected of us."

"It was tremendously more time consuming than expected. I've put in twenty-five days on it in the last four months." "I've put in more than that."

"Some of our administrators didn't know either."

"It would have helped to have had someone experienced with an ITP to describe it for us."

"I know someone who is paying her own teaching substitute while on RRT activities."

"As I was being interviewed by the staff for a possible participant I was just saying something to say something. It so disturbed me that I almost gave up. I was not sore, I was just confused."

Four participants responded to a series of questions about RRTs. Selected quotations from their responses are used to summarize what they said. These quotations follow:

- 1. What kind of changes has involvement in the RR Teams brought about in you that perhaps would not have occurred had you not participated?

"As a result of interaction on the team I am better able to deal with other people. I learned to compromise."

"It was comforting to find that I had something to share with my team. It eased my anxieties."

"It gave me a chance to change some things that I was told to do at my school but which really didn't work. I could look at things more critically."

- 2. What kind of changes has such involvement brought about to the team as a team as a result of the RR Team experience?

"Our team was extremely good from the beginning, and we focused on the educationally deprived adult students."

"We discovered that we had to change our method of approach because one member tried to control the team. That person left the team and the team has developed since."

- 3. What outcomes to you personally have been passed on to others?
  a) Adult educators

"I helped establish a Reading Lab."

"The values clarification materials were shared with other staff."

"Materials I learned of on the Administration Team were used in the state evaluation."

"We came back home with 'hands on' materials and other teachers and coordinators in our system ordered and used them."

- b) Participants in adult education programs? (ABE, GED, etc.)

"The Reading Lab surely got to students."

"Not very direct but it gets to them through counseling."

"Greater tolerance for students."

- 4. a) As an RR Team participant, what use have you made of PARIS?

"I haven't - but I looked over the catalogue."

- b) What encourages its use?

"The catalogue."

"Having seen and been sent the materials."

- c) What discourages its use?

"Time."

"The procedure of ordering through the mail."

"Trying to get teachers to say what they want."

"Not having the catalogue early enough."

- 5. How has your growth through RR Teams been checked for progress?
  a) By you

"The number of times you think about it and use it in developing and solving problems and then think, 'Last year I wouldn't have done it that way.'"

"There's an increased awareness of both problems and solutions."

"Confidence is the criterion."

- b) By CSU staff

"They sat in on our meetings and gave us a critique afterwards."

"They've been in on our team meetings but there was nothing put in black and white."

- The four RR Team members interviewed were able to place five experiences related to the Resource Teams in priority order as to their value to their growth as adult educations. This order for question six (6) was:

1. Preparation for team presentations.
2. Conferences and workshops.
3. Giving a team presentation.
4. Consultation with Project ACT staff.
5. Use of the PARIS resource.

They indicated as a group that there was a big gap in value to them as team members between item four (4) consultation, high value, and item five (5) use of PARIS, less value.

Following the group interview the four team members discussed the issue of whether the teams will survive after Fy '75. They believed that it was possible because of the dedication of the members. They agreed that the financial elements were the most troublesome, that there was no problem to get away to put on in-service sessions from twelve to twenty days per year and that a large team would be advisable in order to develop specialties and provide flexibility. There was evidence of very strong ties to other team members anywhere in the Region.

Perceptions of ACT staff

Informal interviews were held with small groups of Project ACT central staff and with the Project Director. In total eight staff persons were involved in the discussion.

A summary of these informal interviews follows and comments made are organized into a list of strengths of the project and a list of weaknesses of the project. The interviewees were not asked to list such strengths and weaknesses. Theirs was a response to interviewers who said, "Let's talk about Project ACT."

Strengths

1. A comprehensive body of materials have been gathered for PARIS and the Resource Center.
2. PARIS is being used and is likely to continue in the future without Project ACT.
3. Where the State Director supports ACT there appears to be more use of ACT services (ITPs, RRTs, PARIS).
4. Colorado developed a positive model for state planning with ACT help.
5. Participants on the ITPs were pleasantly surprised at the opportunity they had to confer with experts within or outside of the Region.
6. The ITPs concept is likely to be picked up by other agencies and used (Cooperative Extension).
7. Some Universities have accepted ITPs for graduate credit.

8. Participants have become noticeably more professional.
9. The RRT members seemed to have a positive understanding of the problems of the State Director.
10. The Regional Resource Teams are so dedicated that they will form their own non-profit association to continue regional staff development work.
11. About two-thirds of the ITP and RRT participants were or have become equal to or more professional and competent than the Policy Board members.
12. It appears as if three of the six states are willing to work out some regional arrangement after Fy '75.

Weaknesses

1. The Policy Board has seldom made policy.
2. The Policy Board resented any strong role exercised by the Project staff.
3. In certain states there is a breakdown of communication between its own two Policy Board Members.
4. Some Policy Board Members appeared as if they wished to sabotage the Project.
5. If the present Policy Board continues there will be no Project ACT next year.
6. The Policy Board members never have accepted the idea of advisory groups because they didn't want to share any "power."
7. Advisory Boards didn't develop where they had not existed before ACT.

8. There's a gap between what participants communicate to ACT staff and what State Directors communicate.
9. The ACT concept was not communicated nor publicized in several states.
10. There was little communication between the ITP participants and the Policy Board except in one state where it was of a negative type.
11. First year participants didn't know what was in store for them.
12. Certain states see no value in persons coming to them from outside their state boundaries. (Professional provincialism)
13. The Project wasn't long enough to provide a fair test of the Model. It took the entire first year to get underway.
14. Supplemental funding is more on paper than an organized contribution to the Project.
15. The project was administered very loosely thus most decisions called for action on very short notice.
16. The Program manages the staff rather than the staff managing the Program. This causes everyone to be overworked including the secretaries. It's a case of being overprogrammed and understaffed.

Supplemental funding

Tables 10 and 11 demonstrate in tabular form the source and amount of supplemental support for Project ACT. These data were provided as a means of demonstrating the limitations of data available in the Project ACT office as of March 1975. It was not claimed to be complete nor in any way indicative of support for a multi-state Adult Staff Development System.

There was no criterion used regionally to determine what funding was entered by the various states into the separate categories of supplemental funding. Noted in Table 11 were such gross variations as a contribution of $134,113.00 by an Institution of Higher Education in Wyoming while in the other five states combined the contribution is only $4,776.42, local program contributions of $4,800.00 in South Dakota and less than this in the other five states combined, and such other anomalies as noted in both the State Grant and Individual column.

TABLE 10

FY '73 SUPPLEMENTAL FUNDING DOCUMENTATION

	SOURCE AND AMOUNT		
State	State and Local Education Agencies	Institutions of Higher Education	State Total
Colorado	$42,336.65	$1,100.00	$43,436.65
Montana	1,537.48	2,977.19	4,514.67
North Dakota	8,486.59	360.00	8,846.59
South Dakota	18,000.00	2,000.00	20,000.00
Utah	3,600.00	- *	- *
Wyoming	- *	- *	10,229.03
Source Total	73,960.72	6,437.19	87,026.94**

* No data available in Project ACT office.

** Using Utah State and Local as State Total this figure would be $90,626.94.

TABLE 11

FY '74 SUPPLEMENTAL FUNDING DOCUMENTATION

State	304 State Grant	Institution of Higher Ed.	Local Program	Individual	State Total
Colorado	Not available in P. ACT Office	$ 1,143.61*	Not available in P. ACT Office	$2,744.65	$ 3,888.26*
Montana	$ 3,061.33	$ 3,101.81	$ 486.00	$1,008.00	$ 7,657.14
North Dakota	$13,116.97	$ 461.00	$3,090.00	Not available in P. ACT Office	$ 16,667.97
South Dakota	Not available in P. ACT Office	$ 70.00	$4,800.00	$2,157.66	$ 7,027.66
Utah	$ 9,241.80	Not available in P. ACT Office	Not available in P. ACT Office	$2,148.86	$ 11,390.66
Wyoming	Not available in P. ACT Office	$134,113.00	Not available in P. ACT Office	$ 493.00	$134,606.00
Source Total	$25,420.10	$138,889.42*	$8,376.00	$8,552.17	$181,237.69*

* NOTE: Supplemental Funding Documentation for C.S.U. is incomplete. Estimated additional supplemental funds from C.S.U. are anticipated to exceed $15,000.00. (Additionally, C.S.U. provides office space for Project staff and housing for the PARIS system.)

Follow-up on recommendations of the 1974 external evaluation

In June 1974 the results of the first external evaluation were presented to the Project ACT Policy Board and to Project ACT staff in both oral and in written summary which included the recommendations. The complete document* was made available to them shortly thereafter.

The recommendations were examined in May 1975 along with recent Project ACT documents to identify evidence of action on these recommendations.

The best available documents showed that the following has been accomplished on each of the nine recommendations:

1. A. Recommendation

   Action should be taken at once to reconstitute the Regional Policy Board, naming as new members those with a commitment to adult education who also have the leadership base essential to action in their own state, college, or university, and in the region.

   B. Action

   None.

2. A. Recommendation

   An in-service program on "Boardsmanship" should be conducted for the entire Regional Policy Board clarifying and designating policy development responsibilities and leadership roles.

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*Kreitlow, Burton W. External Evaluation of Project ACT. Ft. Collins, Colorado, Colorado State University, Project ACT VIII, June 1974.

B. Action

Task Force C reaffirmed this recommendation in its report to the Policy Board in December 1974. No action has been taken.

3. A. Recommendation

An orderly procedure should be developed in informing legislative and educational leaders of the goals and program of Project ACT.

B. Action

A procedure was developed and the Region VIII Program Officer (Dr. Roy Minnis) and a Project ACT staff member (Dr. Paul Butterfield) systematically visited each of the six states and conferred with appropriate leaders. They reported that limited knowledge of Project ACT existed at these leadership levels.

4. A. Recommendation

State Strategy Boards and Local Sounding Boards should be organized and operating by September 30, 1974.

B. Action

Colorado is attempting to develop cooperative linkages between existing general Advisory Boards and Project ACT.

Montana proposed to strengthen its existing State Strategy Board and increase the number of its Local Sounding Boards.

North Dakota included plans to organize a State Advisory Council in 1975.

Utah and Wyoming provided no evidence of additional activity other than reported in Table 8.

5. A. Recommendation

Policy Board support of teams is essential to their development. It is recommended that each team have a member of the Policy Board on it in an action or ex-officio capacity.

B. Action

The Project ACT Policy Board took no action on this recommendation. The newly formed non-profit association being developed by Project ACT participants does plan this action.

6. A. Recommendation

Each Regional Resource Team should include a university professor as an action member (a la Sue Harry, Utah) or as a consultant adviser. For example, on the Administration in Adult Education Team a Professor of School Administration with an interest in adult education would be appropriate; on the Individualized Approaches to Instruction Team, a Professor of Reading or of Adult Education would be good; on the Media and the Adult Educator Team, a Professor of Communications or of Audio-Visual Instruction should be sought, etc.

B. Action

The situation remained the same with two university professors on teams and one of these was on leave to

work on the Central Staff of Project ACT during Fy '75.

Dr. Kincaid presented a similar recommendation in a Position Paper in October 1974. He recommended that each RRT be linked with a staff member of an institution of higher education or with a social agency or organization. This "Liaison Concept" was approved by the Policy Board and several months later the Policy Board dropped support for the RRTs. "Liaison Concept" was never implemented.

The newly formed association plans to address this issue.

7. A. Recommendation

To become viable, Resource Teams need a clear focus in the type of contribution each can make in response to requests for aid. The Policy Board should recommend that Project Staff aid in this focusing of team effort. A committed university staff person on every team as is now the case with the Interpersonal Communication Team would be an important first step.

B. Action

No action has been taken by the Policy Board on this recommendation.

The newly formed non-profit association is pursuing this recommendation in its attempt to more sharply focus team contributions and involve university staff.

Four university staff persons participated in the organization meeting in May 1975.

8. A. Recommendation

The Project ACT Staff, during the last year of the Project should direct its efforts to make Adult Competency Training for adult educators a part of professional undergraduate and graduate education in at least one college or university in each state. (This does not necessarily mean a graduate degree in Adult Education, but does mean course offerings in Adult Education.)

The excellent materials developed in the Individualized Training Programs should become part of the program offered by each of a number of colleges in the Region.

A credit bearing internship should be organized at each college where a professor is associated with a Resource Team. An agreement among these colleges should be made to establish a ready transfer of such intern credit among them.

B. Action

None is being taken formally by the Project ACT Staff but individual participants in the ITPs are following up this suggestion with their own colleges and universities and some credit has been granted.

In addition, Colorado State University took the initiative in granting graduate level adult education credit to ACT participants for work on ITPs and RRTs in Fy '75. An announcement was made to all participants that registration for credit was available.

9. A. Recommendation

Plans should be made very soon to establish a structure that will provide coordination of staff development efforts after June 30, 1975. The institutional "home" of this coordinating mechanism should be chosen on the basis of predetermined criteria and upon application by institutions wishing to contribute to this important regional responsibility.

B. Action

The development of a structure for coordination of staff development in Region VIII has been attempted. Evidence showed that North Dakota, Utah and Wyoming will not participate in such a coordinating mechanism. Colorado and Montana will and South Dakota appeared positive. Thus there may be a coordination of staff development efforts by three states on a formal basis within Region VIII. In addition if the non-profit association becomes viable it would likely include participants from and staff development services to all six states of the region.

Section IV

Summary of Findings, Conclusions, Hypotheses and What Can Be

(Have you read the Preface?)

This section lists in summary form the key findings of this external evaluation as identified in documents and gathered from individuals and from groups. A number of conclusions are based on these findings. These are presented in as succinct a form as possible, risking the danger of over generalization. In some instances strong hunches or hypotheses are suggested by the findings. These are not completely supported. However, they will be presented and listed as hypotheses needing further study. Finally, with the great potentials of Region VIII, its educational leaders and participants in Project ACT, the external evaluators identify their support for a "Trainer Organization" now being formed.

Summary of findings

Internal documents

1. The purpose and objectives of Project ACT remained constant from the initial proposal and throughout the three years.
2. The structure of the Policy Board remained constant despite recommendations for change by two Task Forces and by both internal and external evaluators.
3. The training system initially suggested in the proposal changed from a dispersed six state system to a centralized system.
4. The central staff expanded as the regional training program became more centralized.
5. The PARIS system (resource center) was established to meet the needs of a centralized training program.
6. Regional Resource Teams were developed to add a multiplier effect to the small number of ITPs trained in the Project.
7. Three states have said "No" to a regional consortium. Three states have pledged support for such a consortium.
8. A new professional staff training organization has been established for USOE Region VIII.

The Policy Board

1. Very little change occurred in Board members perception of their role as a Board member between 1974 and 1975. The mean rating of their role was slightly lower but more Board members raised their role rating than lowered it.

2. Very little change occurred in Board members perception of Project ACT outcomes for the Region between 1974 and 1975. The mean rating of outcomes for the Region was slightly higher but more Board members lowered their rating than raised it.
3. A moderate increase in the Board members' perception of the outcomes of Project ACT for their own state occurred between 1974 and 1975. More Board members raised their rating than lowered it.
4. Board members are divided on their perceptions of their role and on their judgments on the value of the outcomes of Project ACT for the Region and for their state.
5. Board members judge the value of the ITPs in carrying out the objectives of Project ACT in their state to be higher than the value of the RRTs.
6. Board members judge the value of the RRTs to the project participants to be slightly higher than the value of the ITPs.
7. Board members judge the value of the ITPs to the consumer of adult education program to be slightly higher than the value of the RRTs.
8. Board members have very diverse judgments as to the values of the ITPs and the RRTs.
9. Board members have more "hard evidence" to support their judgments on the values of the RRTs and of PARIS than they have for the ITPs.

10. Board members indicated that the RRTs were eliminated from the follow-up proposal because of financial difficulties, lack of state commitment, low team quality and limited team use.
11. When Board members were asked to identify consistencies and changes in objectives between 1973 and 1975 they nearly all referred to changes in program rather than in changes in objectives.
12. The Board members were very divided on what they believed were consistencies in Project ACT objectives. (Program)
13. The Board members were very divided on what they believed changed in Project ACT objectives. (Program)
14. The Board members were extremely inconsistent in what they believed were the key decisions of Project ACT and in who they believed was responsible for such decisions.

Administrator and supervisor

1. Administrators and supervisors were very consistent in the high ratings given to Project ACT based on positive changes that occurred in the participant whom they supervised.
2. Participants were judged to have more ability as an adult educator, to be more self-directed, more self-confident, to be more motivated for professional improvement and to be better able to help their students after Project ACT experiences.
3. Participants shared what they gained from participation in Project ACT with other staff in their school.

4. There was limited evidence of school staff other than ACT participants going directly to Project ACT for professional help.
5. Administrators and supervisors saw Project ACT providing long range benefits to their school.
6. Administrators and supervisors had very limited information about Project ACT in advance of one of their staff participating in it and they didn't believe that they had enough information.
7. Administrators and supervisors didn't know how much time the participant from their school would devote to Project ACT nor did they believe the participant knew.
8. Administrators and supervisors believed that travel out of their state by participants is helpful both to the participant and to their school.
9. Administrators and supervisors have heard practically no solid complaints about Project ACT from the participants.
10. Most would be willing to have their school pay a users fee for Project ACT materials.
11. Most are positive about time off of the job for participants to participate in ACT and most would encourage other staff to participate.
12. Most administrators and supervisors, in spite of their positive regard for the overall project, knew very little about the RRts, the ITPs and PARIS.

13. Administrators and supervisors judged the most meaningful aspect of the entire program to be the exposure of the participant to new ideas and to other groups of adult educators.
14. Administrators and supervisors believed that participants could be available thirteen (13) days (mean) per year to help teachers and administrators in other states.
15. All but one of the administrators and supervisors classify the participant from their school as a real professional educator.
16. According to administrators and supervisors Project ACT participants, with few exceptions, were very good adult educators when they were selected for the Project and the Project aided in their growth as a professional.

Other findings

1. Advisory boards
   a. There is no consistency in the organization of advisory boards throughout Region VIII.
   b. The organization of State Strategy Boards and Local Sounding Boards was not achieved by Project ACT.
2. ITPs and RRTs
   a. Participants rated the ITPs of considerably more value to themselves than the RRTs and of more value to participants in their programs. The rating as to value to other adult educators was but slightly higher for the ITPs.

b. Respondents identified many positive elements of their participation in ITPs and RRTs including knowledge learned, sharing outcomes, help to their students, use of PARIS, and professional sharing with others.

c. ITP participants rated consultation with selected resource persons, use of PARIS and conferences and workshops to be most value to their growth as adult educators.

d. RRT participants rated the preparation for team presentations, conferences and workshops and giving team presentations as of most value to their growth as adult educators.

3. ACT staff

a. A comprehensive body of reference materials have been gathered and used in the Resource Center and through the PARIS system.

b. The use of ITPs developed a positive response from participants and from potential users of the concept beyond Project ACT.

c. Staff have observed positive professional growth in most participants.

d. The RRTs are likely to continue regional staff development through a non-profit association.

e. ITP participants and RR Team members are a very competent and professional group of adult educators.

f. The Policy Board was a heterogeneous group which made few policy decisions, resisted staff independence, did

not wish to share power and provided limited leadership in a number of states for the concept of a regional consortium.

g. There were major communication problems within the Project such as: between ITPs and Policy Board, between central staff and new participants, and in the way that ITPs related differently to Policy Board and central staff thus having messages that carried different interpretations.

h. There is a professional provincialism among the states of the Region.

i. Project ACT was too short (three years) for a viable test of a regional staff development model.

j. Project ACT was loosely administered.

4. Supplemental funding

a. Limited supplemental funding data were available at the Project ACT central office.

b. Supplemental funding from the various states lacked consistency and planning.

c. There was no regional criterion for supplemental funding policy.

5. 1974 External Evaluation - Follow-up of recommendations

a. Of the nine recommendations one was pursued in orderly fashion when a procedure was developed and followed to inform legislative and educational leaders of the goals and program of Project ACT.

b. A second recommendation to plan for follow-up after June 30, 1975 was pursued by ACT staff and Policy Board with results showing that at most, only three of the six states may join in coordination of staff development programs after June 30, 1975. In addition, a non-profit organization covering all six states was organized outside of the formal structure of Project ACT by its participants to carry out the long range objectives of the Project.

c. On the other seven recommendations the Policy Board took no action.

d. Participants in Project ACT have attempted to carry out four of the recommendations either within ACT or outside of it. These include their attempt to get Policy Board members on the RR Teams, involving additional university staff on the RR Teams, conferring with their own colleges and universities to obtain graduate credit for ITPs, and developing a regional staff development structure covering all six states of Region VIII.

Conclusions

The findings of this evaluation as they relate to the objectives and program of Project ACT lead to a number of conclusions about the Project, about staff development needs and about the future of adult education in USOE Region VIII. The conclusions are:

1. Three years was not sufficient to adequately demonstrate and test the Project ACT Model of Regional Staff Development. One year of preparation before starting a project of this type is essential.
2. The structure and composition of the Policy Board was the most inflexible component of Project ACT.
3. The Project ACT Policy Board developed no unity of purpose nor homogeneous perception of the program's operation.
4. Participants involved in Individual Training Programs and on Regional Resource Teams were among the most professional adult educators in each state.
5. The selection of competent individuals to participate in Project ACT was a guarantee of individual success and a challenge to the competencies of the Policy Board.
6. The ITP model was demonstrated as an effective multi-dimensional training system.
7. Participants were not well informed about the activities that were expected of them in carrying through on their individual program or team membership.

8. Neither participants or their administrators knew how much professional and/or personal time Project ACT would require of the participants.
9. Administrators and supervisors had a high regard for Project ACT in regard to both its short range and long range outcomes.
10. The responsibility of participants in the Project to share outcomes with others in their own schools was never established.
11. Project ACT failed in its efforts to organize State Strategy Boards and Local Sounding Boards in Region VIII.
12. The Policy Board and Project ACT staff failed to carry out most of the recommendations made in the 1974 external evaluation.
13. The communication of the concept of the ACT Model and of information about Project ACT to other than the project family (Policy Board, Participants, Staff) was limited.
14. State Directors in three of the six states were not convinced that a regional consortium for staff development was needed.
15. The dedication to the staff development concept achieved by participants was greater than that achieved by the Policy Board and thus the leadership for a regional consortium was taken by participants.

Hypotheses needing further study

Several of the conclusions are based on findings that show a lack of unity and focus on the part of Project ACT's Policy Board. Without making an apology for them it should be understood that they had a difficult assignment. They represented very diverse states in population (Colorado vs. North Dakota), in cultural heritage (Utah vs. Montana), in geography (Wyoming vs. North Dakota), and in financial resources (Colorado vs. Wyoming). With minor exceptions they come from states which historically had only limited public school programs for adults. The educational and administrative responsibilities of a number of board members from both universities and state departments of education were less on adult education than on other matters. As a group they were not professional adult educators and any insecurity and hesitency to act which they might have had can be understood.

It is by hindsight that the following hypotheses are presented. Most relate to problems of the Policy Board. If the first hypothesis had been recognized in the planning and proposal writing stage of the project and then carried out at the beginning of the first contract year,* then the other hypotheses may never have been suggested by the data gathered in this external evaluation.

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*This assumes an oversight in the writing of the original proposal. Or, if not an oversight, perhaps a realistic assumption by the proposal writers that the project would not have been federally funded if it were admitted that the proposed Policy Board needed an educational program of its own and a $50,000 grant to accomplish it. This could have been the most efficient use of funds in the entire project.

1. A "crash" in-service program on adult education and boardsmanship for the newly selected Policy Board in 1972 would have built unity, understanding and a base for positive action on policy that would have provided a much more solid base from which to develop and test the Project ACT Model of Adult Staff Development in USOE Region VIII. (Managers and policy makers of a staff development project in adult education should be the very first to recognize the need for continued learning.)
2. The work priorities of the Policy Board were such that Project ACT was low on the list of priorities and thus did not get sufficient nor consistent attention.
3. Project ACT is structured on a far more effective staff development model than the Policy Board believed it to be.
4. The "six state institutional trainer system" proposed could not be carried out because the State Directors would not allocate matching funds for this portion of the project during the first year.
5. The closer one is to the action of Project ACT the more positive is the response to the concept.

   First - Participants

   Second - Administrators and supervisors of the participants

   Third - Project ACT central staff

   Fourth - Policy Board

6. The more a state needs outside input for staff development, the less it is desired by Policy Board members.
7. The <u>essential parts</u> of a federal project should never be left to the whims of a state authority who is responsible for allocating matching funds.
8. In a Regional Project, if the states and the Regional Policy Board fail to act and if there is a competent and energetic staff at the central office, then this staff will move in to fill this vacuum by developing its own programs.

What can be

On Friday and Saturday, May 1 and 2, 1975, a group of interested Project ACT participants, staff, and Policy Board members gathered in Denver for a Regional Adult Staff Development Conference.---The group took positive steps to ensure that an as yet unnamed "Trainer Organization"--would be formed to maintain and advance some of the main activities begun in the Project---An interim Committee was elected."*

This "Trainer Organization" for the Region can be for real. If it is and if it operates with dedicated volunteers and a cohesive unified Board of Directors, the goals of Project ACT may be reached. The seeds planted in the hearts and minds of ACT participants during its three years of operation can grow, flourish and change the face of adult education in Region VIII.

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*From a Memorandum dated May 15, 1975 and sent by the Interim Committee to persons connected in some way with Project ACT.